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ABSTRACT

This document consists of five 3-year follow-up reports to a series of technical reports that presented 44 recommendations and 210 suggested activities for improving vocational education and job training in Illinois. Each report has three sections. The executive summary provides background and describes actions taken during 1989, 1990, and 1991 to address the suggestions and recommendations of the respective technical reports. It suggests future directions for continued enhancement and states pertinent recommendations. The overview section highlights the follow-up actions resulting from suggested and recommended activities. Each report follows up the 4 to 14 technical reports related to each of these 5 topics: (1) coordination; (2) education for employment; (3) private sector involvement; (4) quality in vocational education; and (5) special populations. The third section lists abbreviations and acronyms. The five follow-up reports recommend that the private sector identify industry needs for education and job-specific preparation. The following actions are recommended for the Illinois State Board of Education: (1) establish performance standards for vocational-technical education participants; (2) implement a process for retraining, upgrading, and maintaining the Illinois work force as part of the education for employment policy; (3) place priority on issues of program access and provision of services for special populations; (4) use input from the private sector; and (5) meet with other agencies to identify ways to work together. (YLB)

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1989-1990-1991 REPORT:

A FOLLOW-UP OF SUGGESTIONS AND RECOMMENDATIONS

(EXECUTIVE SUMMARY)

Illinois Council on Vocational Education

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1989-1990-1991 REPORT:
A FOLLOW-UP OF SUGGESTIONS AND RECOMMENDATIONS
(Executive Summary)

Coordination

ILLINOIS COUNCIL
ON
VOCATION EDUCATION

1989–1990–1991 REPORT:
A FOLLOW-UP OF SUGGESTIONS AND RECOMMENDATIONS
(Executive Summary)

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ICoVE Membership

A copy of the complete report is available from the Illinois Council on Vocational Education upon request. Ask for the 1989-1990-1991 Report: A Follow-up of Suggestions and Recommendations for COORDINATION.

PREFACE

In 1988, the Illinois Council on Vocational Education (ICoVE) completed a series of reports as part of its mandated responsibility set forth in the Carl D. Perkins Vocational Education Act of 1984. The series, known as the "Technical Reports," presented 44 recommendations and 210 suggested activities to various audiences to which ICoVE must address its advice and recommendations. Because these recommendations and suggestions had been made in an attempt to improve and enhance vocational education and job training in Illinois, ICoVE believed it was important to monitor and follow up initiatives taken as a result of its evaluation, reporting, and advising efforts.

This report, one of five in a series, is a three-year follow-up report. Other reports in the series include Special Populations, Education for Employment, Quality Vocational Education, and Private-Sector Involvement.

The Executive Summary provides background information and describes actions taken during 1989, 1990, and 1991 to address the 31 suggestions and 23 recommendations of the 5 technical reports (spanning 1987 and 1988) related to Coordination. In addition, the Executive Summary suggests future directions for continued enhancement and states recommendations deemed pertinent by ICoVE.

The Overview section highlights the follow-up actions resulting from suggested and recommended activities in each of the 5 technical reports related to this topic.

ICoVE rated the extent to which each recommendation or suggested activity was met. To rate the extent activities were conducted, ICoVE used the following rating description.

Completed satisfactorily	Redirected activity, satisfactorily
Completed unsatisfactorily	Redirected activity, unsatisfactorily
Considerable progress	Recently initiated, as suggested
Partial progress	Recently initiated, altered satisfactorily
Limited progress	Recently initiated, unsatisfactory
No activity/nothing initiated	alterations
Continued Activity	Future implementation planned
	Future implementation planned, altered

To conduct monitoring and follow-up activities, ICoVE embarked on a variety of initiatives as illustrated below.

- Interviews with 26 state agency personnel
- Surveys of regional delivery system directors (RDS), community college deans (CC), and service delivery area directors (SDA) with the following responses:
  - ICoVE conducted a survey at workshop
    49 RDS responses, 80.3% return
    33 CC responses, 84.6% return

- First mail survey
  55 RDS responses, 90.1% return
  34 CC responses, 87.1% return
  20 SDA responses, 76.9% return

- Second mail survey
  55 RDS responses, 90.1% return
  29 CC responses, 74.3% return

- Special presentations to the ICoVE membership at meetings of the Council, e.g., overview of macro database progress, discussion of the new tech prep initiative, consultation on State Technical Committees.

- Participation of council members in state and regional seminars, workshops, e.g., RDS directors and CC deans meetings, workshops for special populations, and building fairness programs.

- Other ICoVE studies, e.g., public–private sector partnerships and apprenticeships.

- Linkages with other agencies and groups involved in education and training, e.g., IOICC, IJTCC, UCVEI, IVA, AVA, IDES, IBHE, ICCB, ISBE, DCCA, DCFS and IDOC. (See acronym list, p. 11.)

The following are the recommendations contained in the five follow-up reports:

The Illinois State Board of Education must:

- Establish world-class performance standards for vocational-technical education participants.

- Implement a process for retraining, upgrading, and maintaining the Illinois workforce, including basic and occupational skills, as part of the EFE policy.

- Place priority on issues related to program access and the provision of services for special populations.

- Use input from the private sector for identifying program service needs, including performance standards for students, programs, and institutions.

- Sit down face to face with other agencies, particularly the Department of Commerce and Community Affairs and the Community College Board, to identify ways of working together to facilitate preparation for work.

The private sector must:

- Identify commerce, industry, and labor needs for education and job-specific preparation, including needed performance standards.

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

1989–1991 Activities, Accomplishments, and Major Findings

There is no doubt that coordination between vocational education and the Job Training Partnership Act (JTPA) programs has improved during the past three years. This is not to say, however, that all is well with coordination. The greatest achievements pursuant to coordination are probably the result of the JTPA community and the vocational education community getting acquainted with each other. Simply knowing who the other person is makes working together and planning together a whole lot easier.

Several statewide and regional in-service education meetings have been conducted. Both groups learned more about the others' programs. Quarterly coordination meetings were also required. This assured at least an opportunity for communication. The educational representatives on the private industry council (PIC) who represent vocational education (as opposed to general or academic education) have increased in number. This has enhanced input and participation from the education representatives.

Coordination continues to have it problems. In areas where coordination is weak, duplication occurs. Clients find referrals frustrating when coordination is poor. The Illinois Council on Vocational Education (ICoVE) finds the primary reason for poor coordination is the poor attitude of people about working together. Generally, the poor attitude comes from protection of one's turf. Sometimes it is protected in order to maintain an ample supply of holdings or a large program, but sometimes it appears to be protected to avoid others seeing some of its weaknesses.

Problems most often cited as barriers to coordination have included personalities of people, incompatibility of definitions and data, local politics, and lack of compatibility of some programs. In some instances, the massive amount of red tape and paperwork has caused people not to want to get involved.

Perhaps coordination is never perfect. It can always be improved, but Illinois has a host of programs and services involving vocational education, job training, adult education, corrections, public aid, and an estimated fifteen other public programs that have joined forces with exemplary results. A review of these reveals no specific formula for who, what, where, when, or how. All possess unique characteristics which seem to make them work in a certain place, a certain time, serving certain populations, etc. Several examples follow to illustrate the wide array of coordination which occurs throughout the state. Most of it is locally created. Some has been encouraged by strong leadership from state and regional personnel involved with the programs.

- One 8% program formed a partnership between a regional delivery system (RDS) and a service delivery area (SDA) to serve rural schools in central Illinois. The coordinated effort is a "last ditch effort to help school seniors" who are at-risk. The program, called "For Seniors Only," provides tutoring and cooperative education to help the seniors stay in school, become aware of programs at the area vocational center or community college and even seek out scholarships for those who decide to continue training. Other students are assisted to be matched up with JTPA IIA slots for summer and fall programs. Although the rural setting does not serve large numbers, its percentage of success is large.

• An urban college and an urban SDA joined forces with an individual volunteer to make a videotape to explain college options and JTPA options for disadvantaged students. The individual volunteer was a well-known Chicago broadcaster. As a popular broadcaster, the Hispanic volunteer serves as a role model in the video message. The video is a valuable resource for job fairs.

• A Consumer and Homemaking Education project (PROJECT CONNECT) funded from Perkins vocational education funds for planning and fieldtesting is forming partnerships by coordinating with JTPA programs through SDAs, adult education programs, community colleges, student services, area vocational centers, and correctional programs to field-test programs designed to help disadvantaged adults, particularly economically disadvantaged, manage home and family responsibilities with work. Through the referral process, individuals will be referred to other programs depending on their needs. Some need job training; some need child care, transportation, or adult education. The purpose of PROJECT CONNECT is to "connect" participants with appropriate services needed to support their need to manage both a home or family and employment.

• An 8% JTPA program in one of Illinois' community colleges (CC) linked up with local public aid programs to provide services to individuals on public roles and individuals in public housing projects. The coordinated effort resulted in developing a resource center or mini-library at the public housing facility. The center contained newspapers, magazines, books, and pamphlets about health care, nutrition, child care, and other topics of concern to the residents. The CC staff worked with the public housing leaders. Participants also tested and assessed the residents for participation in adult basic education, literacy programs, JTPA job training programs, etc. The program's key to success was that the community college served as an advocate for the participants to make certain they got enrolled in the appropriate CC classes (most took nursing, secretarial, and retail programs). As advocates they connected the participants with resources from the JOBS bill to provide funding for child care, transportation, school supplies, or other financial needs.

• In one area of low unemployment, the PIC and two local businesses coordinated efforts and made a sizable financial commitment to the development of a child care center. The child care center makes affordable day care available to people to participate in JTPA training programs or re-enter the workforce in an area with a shortage of workers.

• One employer employing a large number of seasoned workers who lacked basic English skills created a partnership with the PIC and the Illinois Migrant Council to offer an on-site English course for both seasonal and full-time employees. Teachers and textbooks were supplied. The 30-minute classes are 15 minutes before work and the first 15 minutes of the workday, showing a commitment from both the worker and the employer.

• Many small family-owned companies in Illinois tell of growth and success they attributed to JTPA's on-the-job-training (OJT) programs. One- and two-person businesses frequently contact the local PIC when they recognize the need to employ additional help and the person they employ will need to be trained on the job. Although the numbers are not large, the service provided is great.

• A partnership of a correctional facility with JTPA through the community college has expanded to bring in the Department of Employment Security, ex-offender assistance programs, volunteers, mentors, and several social services agencies throughout the state. The purpose of the effort is to assist inmates in making the transition from incarceration

to employment. Currently, 66% of the participants enter employment and have an average hourly wage of $6.25. The three-year recidivism rate for participants is 7% less than for nonparticipants. This coordination effort saves $131,200 in costs to taxpayers by helping to decrease the recidivism rate.

• One JTPA program teamed up with a rural secondary agriculture program that was suffering from declining enrollment. Through the use of JTPA funds, a new curriculum was developed to reflect new applications of agriculture education. The curriculum included studies of commodities, chartered stocks, and other agriculture-related fields. The Chicago Board of Trade joined in and attendance skyrocketed!

• Academic education and JTPA programs are working together in a new approach to the nontraditional program enrollment for women. The team effort is trying to change the low-paying jobs for women by enhancing the employment options for women in order to decrease the disparity between male and female wages. The linkage is encouraging women to take more math and science in order to increase these skills so women, who traditionally have stayed away from math and science, will have these much-needed competencies and can enroll in the technical curriculum at the community colleges.

• JTPA funds are being used to support planning grants for five Tech-Prep programs in manufacturing. Thirteen additional Tech-Prep planning programs are being funded by Perkins vocational education funds. The JTPA-funded programs have carefully coordinated local business and industry, the community college, the area high schools, and private industry councils. Each of the five has unique approaches and characteristics. During the planning phase, the emphasis is designing the program, in concert with the manufacturing representatives in the area and the academic and vocational teachers in the CC and RDS. A great deal of attention is being given to the needed academic skills, coordination of equipment availability through local industry, and teacher in-service.

• Several 8% JTPA programs offer a coordinated effort between the community college and the public housing authority to identify public housing residents who could benefit from job training programs. Funds help to provide pre-employment counseling, testing and assessment, child care services, job search assistance, and other services to help residents participate in job training programs.

• Literacy Plus Projects are located throughout Illinois. The projects are designed primarily to bring the basic literacy skills up to an adequate level for the participant to benefit from job training programs. A number of entities have joined forces throughout Illinois to help assess needs, and provide counseling and referral and other services needed. Private industry councils, secondary schools, adult education centers, community colleges, business people, and numerous public agencies collaborate to bring those needing to improve their literacy level into contact with those who can provide the necessary literacy enhancement programs.

• One of the Educational Service Regions teamed with the local JTPA office or SDA to provide a van with computers to travel to two rural counties in an effort to find adults who could profit from basic adult education or a JTPA program, but were either not knowledgeable of available services or did not have the means to travel to the service. The BAT Mobile (Basic Adult Training Mobile) is a mobile van that can set up in parking lots, outside homes, or in any place accessible to the population. Its purpose is to test, to teach, and to make people aware of available training. Because of excellent coverage from local newspapers in the two-county area, the program participation grew from five to a waiting list of 55 very quickly. The van drove 22,000 miles in its two county area the first year. After people increase their literacy skills and acquire other

needed competencies and have acquired the services necessary to participate in programs, the local JTPA office provides the appropriate referrals.

• In one community, JTPA and the community college coordinated with a local industry to provide job-specific training for the rapidly growing industry. Through the cooperation of JTPA, the local CC, and local industry, they provided pre-screening, participant interviews, assessment, classroom training, and OJT. The program had a completion and placement rate of 94%. Workers employed at the industry had wages in excess of $8.40 an hour.

• Cooperative efforts of organized labor and JTPA programs have successfully moved single-parent females into nontraditional occupations in apprenticeship programs. Several have become "firsts" as female "journeymen."

• Exemplary coordination between JTPA, education and the business community have demonstrated success in impacting the dropout crisis. One such program is a multi-year program serving youth ages 14-21 in a dropout prevention program. The program emphasis is on improvement of basic reading and math skills. School counselors are the primary source of referrals. Parents must sign to illustrate their support. Other components of success include tutorial support, individualized and computer-based instruction, motivational incentives to reward achievement, and summer employment. Local businesses provide redeemable coupons at downtown businesses for good attendance and goal attainment of participants. During the first two years, $180,000 of incentive coupons were spent at the 40 participating businesses. Retention rate of the program is 82%. Reading and math achievement has also been significant.

• One Illinois PIC wanted to experiment with a new partnership and new approach to obtaining in-service or information about how other PICs operate. They selected a PIC in Savannah, Georgia. Several PIC members went to Georgia for a three-day in-service or idea exchange. Because of its success, the PIC plans to continue the coordination activity selecting a new site each year.

• One PIC coordinates with a facility housing juvenile wards of the state to provide year-round and summer youth programs for the participants. Most participants are from broken or abusive homes in the inner city. The PIC coordinates with the local school district and special education cooperative where students attend. The primary emphasis of the partnership is to provide pre-employment, job skills training, the work ethic, self-reliance, and exposure to the world of work.

• The Illinois Youth on Campus program (IYOC) is a JTPA program for 14- and 15-year-olds throughout the state. The ISBE coordinates the state effort and a local SDA director coordinates the program locally. A university campus houses the summer program for potential dropouts. Academic credit in math or reading and writing is available in the morning. During the afternoon, students go to work sites on campus. During the weekend, students receive instruction in pre-employment skills and career development, plus have time for structured social and cultural activities. The model program idea was borrowed from Texas. Plans are to expand the program in the summer of 1991.

Future Directions

The Illinois Council on Vocational Education suggests that at all levels, coordination would be greatly enhanced if those involved would sit down face to face and discuss ways

of working together to better serve the citizens of Illinois. Benefits of such an action may be improved services, fewer frustrations to clients, and increased resources to provide the programs and services that need to be provided.

ICoVE suggests several activities which may affect coordination positively.

- Both vocational education and job training have or will have newly reauthorized federal legislation which must be fully understood by both groups if they are to work together effectively. Funds that had been available for specific purposes may be changed dramatically. Emphasis given to different thrusts will have changed in both pieces of legislation.

- It is important that both groups have a working knowledge, i.e., able to apply what they know about the legislation to an actual local situation or need. Generally, both the vocational education people and the JTPA people have only a "general overview" of the others' legislation, as some might say "enough knowledge to be dangerous."

- Needs of the populations to be served must be clearly identified so all programs providing needed services can be involved in initial planning.

- Both vocational education and job training personnel must recognize the benefits of coordination. Both must stop putting "self above service" if cooperation is to be successful.

- Paperwork required for coordination must be reduced. Duplication of reporting must be sorted out, particularly the reporting of program completers or the "supply" side of labor market information.

- Both communities must face up to all inhibitors of coordination and cooperation, including the "good old boys." It exists in both areas and inhibits not only coordination, but also program expansion and access.

- Long-term needs, as opposed to "quick-fix" efforts, should be considered, thus an opportunity to significantly reduce long-term needs may surface.

- In planning programs and services for at-risk populations, needs of the "total person" must be explored. Sometimes services are administered to a symptom, rather than the root of the need or cause.

- Individuals responsible for planning programs and services for at-risk populations must be creative and look for new methods, new approaches, and new resources.

- The governance of vocational education needs to be studied. The Illinois State Board of Education needs to be asked if it wishes to continue as the State Board for Vocational Education. If it does, it must recognize its statutory responsibility for coordination and cooperation with job training programs and its governing agency.

- A process needs to be established which is capable of determining if it is feasible to consolidate job preparation programs. The Illinois State Board of Education (ISBE), Department of Commerce and Community Affairs (DCCA), and Illinois Community College Board (ICCB) should take the leadership in developing the process. At the present time there are 22 agencies providing programs and services in a single local community. This is terribly confusing and frustrating at the local level.

Recommendation

To enhance the coordination of vocational education and job training in Illinois, ICoVE recommends that the Illinois State Board of Education--

RECOMMENDATION

SIT DOWN, FACE TO FACE, WITH OTHER AGENCIES, PARTICULARLY THE DEPARTMENT OF COMMERCE AND COMMUNITY AFFAIRS AND THE COMMUNITY COLLEGE BOARD, TO IDENTIFY WAYS OF WORKING TOGETHER TO FACILITATE PREPARATION FOR WORK.

ICoVE members (L. to R.) J. Denny, M. Stine, B. Beckwith, and H. Black discuss coordination of JTPA and vocational education.

OVERVIEW OF 1989-1990-1991
FOLLOW-UP ACTIVITIES

FOLLOW-UP OF TECHNICAL REPORTS

#15 JTPA 8% Funds
#16 Adequacy and Effectiveness of JTPA
#17 Perceptions Affecting Coordination
#22 Coordination of JTPA and Vocational Education
#23 Perceptions re: JTPA and Perkins

OVERVIEW OF 1989-1990-1991 FOLLOW-UP ACTIVITIES

JTPA 8% Funds
(Technical Report #15)

The 8% Job Training Partnership Act (JTPA) education funds have continued to provide focused initiatives in community colleges and secondary regional delivery systems. Because these funds can be used to maintain programs for at-risk youth, the 8% funds were used to continue cooperative education programs for potential dropouts and programs designed to bring dropouts back into educational programs.

During the past three years, the Illinois Job Training Coordinating Council (IJTCC) has increased efforts to monitor the 8% programs. An effort from the secondary systems, community colleges and IJTCC was made to maintain the education grants when proposed federal amendments would have eliminated the funds.

Funds needed for programs offered by the 8% are inadequate. There is a waiting list of 60-70 schools wanting to start work experience programs for at-risk youth.

The 8% funds have been used to expand the availability of assessment services. This has benefitted efforts to determine client eligibility and has expedited referrals.

In an effort to free funds for new programs, the 8% state staff at the Department of Adult Vocational and Technical Education (DAVTE) are considering reducing reimbursement on a graduated scale, i.e., 100%-75%-50%, to make funds available for new and innovative programs.

A primary purpose of the 8% fund is to enhance coordination between education and job training programs. The two most recent examples of meeting this purpose are the Illinois Youth on Campus (IYOC) program which served 11 service delivery areas (SDA) and the planning grants for five tech prep programs. The 8% funds provided linkage and supportive services for both.

Efforts to cooperate with other state agencies are commendable actions for 8% funds at the state level. Partnerships have been successfully formed with adult education, public aid, Project Chance, JOBS, Department of Child and Family Services (DCFS), and others.

One problem which continues to plague the 8% programs is the lack of uniform, consistent accountability measures between JTPA and vocational education. Behind this is also a differing philosophical issue of what these ought to be. As both continue to fine-tune and improve accountability, the problem will lessen.

The Management Information System (MIS) system should more adequately report the 8% outcomes. The IIA system has been "patched," but work needs to continue.

Adequacy and Effectiveness of JTPA
(Technical Report #16)

The Department of Commerce and Community Affairs (DCCA) has taken a proactive

position in marketing JTPA programs during the past three years. In addition to several local efforts, statewide television promotional advertisements have been used.

Illinois has enjoyed a positive placement rate since JTPA was enacted. Because of this, JTPA has been able to pilot some special incentive programs and try some new initiatives. Perhaps the most commendable initiatives are long-term programs to allow for more in-depth academic preparation, as well as for further development of occupational skills.

This exemplary effort addresses the need often expressed by employers. That need is for better academic performance by the workforce so it can adapt to advancing technologies more readily.

The number of participants served by JTPA decreased slightly from FY 89 to FY 90. Participants totaled 101,585 and 94,625, respectively. About 55% of the participants were youth. The "cost per placement" increased slightly for all programs each year.

Placement rates for JTPA participants who complete the program decreased slightly in FY 90 as compared to FY 89 information. Of those who completed, approximately 60%-75% were placed, including participants such as welfare recipients, high school dropouts, criminal offenders, veterans, older workers, and limited-English-proficient participants. Placement was slightly less than 60% for handicapped and displaced homemaker participants, but still over half found employment.

Perceptions Affecting Coordination
(Technical Report #17)

Two observations apply to actions resulting from ICoVE's recommendation and suggestion for enhancing coordination. First, both DCCA and the Illinois State Board of Education (ISBE) gave attention to nearly all of the actions ICoVE suggested. Whether this would have occurred without ICoVE's prompting was not searched. Second rather than giving attention to the suggested actions as a combined effort, the two agencies provided the in-service, review of goals and purposes, responsibilities for basic skills and others in isolation from each. Clearly the message was missed.

There is some evidence to indicate that some local in-service activities involved community college personnel, regional system personnel and SDA staff in joint efforts to work on coordination. These are commendable activities.

ICoVE believes there continues to be merit in JTPA and vocational education dialogue concerning the role each plays in economic development; responsibilities for improving basic and occupational skills and the development of work maturity and employability skills; ways to jointly ensure access, equity, and efficiency of services for clients; in-service for PIC and advisory council members; and ways to improve communication with each other and among clients.

Coordination of JTPA and Vocational Education
(Technical Report #22)

In 1987, the Illinois Council on Vocational Education presented a study, with accompanying recommendations for enhancing the coordination of job training and vocational education, to the Illinois State Board of Education and the Department of Commerce and Community Affairs. In 1988, ICoVE followed up that study with a report

of progress made. At that time, ICoVE felt the recommendations were worthy of being repeated. Some progress had been made, but additional progress was desired. This contains a second follow-up or review of progress pertinent to the 1986-87 study.

Through surveys, ICoVE asked SDA directors, CC deans, and RDS directors about several cooperative efforts. In addition, ICoVE asked how these efforts had benefitted and what some of the local barriers were to cooperation and coordination. The local personnel appear to recognize benefits to most activities, but at the same time, they recognize activities that are not beneficial. Further, local personnel can identify barriers which curtail benefits.

Several suggestions for joint conferences and joint planning meetings were made. A statewide joint conference was sponsored by ISBE and DCCA for two years, but enthusiasm for the benefits declined and no more were held. Attendees indicated that the program agenda did not address their needs. Perhaps more local involvement in planning would be worthwhile if these were to be reiterated.

Although most local personnel acknowledge that training plans are exchanged, they report this has little impact. They suggest that the exchange of plans would be more helpful if adequate time was taken to review the plans so everyone knew and understood the contents. Another suggestion was more exchange and involvement in the development of the plans, i.e. increased joint planning. The barrier to increased joint planning was quickly identified as attitude problems, primarily attributed to people not understanding each other's programs.

Local JTPA and vocational education personnel identified their contractual problems as most often coming from excessive paperwork, red tape, politics, teacher union contracts, and program requirements and goals being different. Most believe better coordination and joint efforts are needed in the 40% youth programs and summer youth programs.

Cross-representation of vocational educators and job training personnel on PICs and vocational education advisory councils has increased substantially, particularly vocational education representation on the PICs. Vocational education needs to continue to encourage JTPA representation on vocational advisory councils. Representatives on these councils see the benefits as being "a better understanding of the program."

Even though the federal legislation for JTPA and vocational education have been with us for over five years, vocational education has been reauthorized, and JTPA is in the reauthorization process, it appears that both communities still lack adequate knowledge of the other's program. This is a tremendous barrier to coordination. It seems difficult, if not impossible, to coordinate with a program one doesn't comprehend.

Clearly, ISBE/DAVTE, DCCA, and ICCB must plan extensive joint in-service about the newly authorized federal programs if coordination is to exist. The agencies must involve local personnel in planning the in-service. At the same time, they must carefully examine similarities and differences in the legislation. They must seek ways in which programs, service, personnel, evaluation/accountability, and reporting can be dovetailed.

Perceptions re: JTPA and Perkins
(Technical Report #23)

At the time ICoVE assessed JTPA and vocational education personnel at the local level about the adequacy and effectiveness of the federal JTPA and Carl D. Perkins

Vocational Education Acts in helping achieve the purposes of the two Acts, local personnel had become somewhat familiar with their own Act, but had not really begun joint efforts of providing programs and services to clients or participants.

As staff at the state and local level met and attempted to understand each others' Act, they found unique ways to coordinate services on an individual basis. Several unique partnerships have emerged. Both Acts had enough flexibility to allow coordination when it was sought.

With reauthorization of the Perkins Vocational Education Act complete, the adequacy and effectiveness of the 1984 Act is really a moot issue. The reauthorized Act increased emphasis on special needs populations, but went a step further to target those most in need.

Reauthorization of Perkins also filled in the accountability gap and created requirements for the development and implementation of performance standards and measures. These new requirements were in response to the private sector's concern for a quality workforce.

This dimension of the federal legislation is viewed by most professional vocational educators as a welcome addition.

As JTPA reauthorization negotiations occur, similar discussions for accountability are taking place. The need to improve the basic skills of clients to make them more capable of future retraining must be addressed.

ICoVE members (L. to R.) G. Schmidt, M. Malinauskas, and Dr. J. Piland hear testimony about JTPA and vocational education coordination.

ABBREVIATIONS & ACRONYMS USED IN THIS REPORT

AVA	American Vocational Association
BAT	Basic Adult Training Mobile
CC	Community College
DAVTE	Department of Adult Vocational and Technical Education
DCCA	Department of Commerce and Community Affairs
DCFS	Department of Children and Family Services
EFE	Education for Employment
IBHE	Illinois Board of Higher Education
ICCB	Illinois Community College Board
ICoVE	Illinois Council on Vocational Education
IDES	Illinois Department of Employment Security
IDOC	Illinois Department of Corrections
IJTCC	Illinois Job Training Coordinating Council
IOICC	Illinois Occupational Information Coordinating Committee
ISBE	Illinois State Board of Education
IVA	Illinois Vocational Association
IYOC	Illinois Youth on Campus
JTPA	Job Training Partnership Act
MIS	Management Information Systems
OJT	On-the-Job-Training
PIC	Private Industry Council
RDS	Regional Delivery System
SDA	Service Delivery Area
UCVEI	University Council for Vocational Education in Illinois

Illinois Council on Vocational Education
ICoVE's 1989-1991 REPORTS AND STUDIES

- BUILDING PUBLIC-PRIVATE PARTNERSHIPS TO IMPROVE VOCATIONAL EDUCATION IN ILLINOIS. A survey and validation report of Illinois' business, industry, and labor needs from education.
- TOWARD A WORLD-CLASS WORKFORCE. A response to business, industry, and labor needs with recommendations to education as well as to the private sector.
- BUILDING WORLD MARKET COMPETITORS: TECHNOLOGY TRANSFER AND THE ILLINOIS COMMUNITY COLLEGE SYSTEM. A status report of the community college capacity to be a resource to the state's economy.
- BUILDING WORLD MARKET COMPETITORS: TECHNOLOGY TRANSFER AND THE ILLINOIS COMMUNITY COLLEGE SYSTEM. A status report of the community college capacity to be a resource to the state's economy.
- EXPANDING APPRENTICESHIP PROGRAMS WORK-BASED TRAINING SYSTEMS IN ILLINOIS. A study to review potential expansion of apprenticeship programs, including pre-apprenticeship.
- 1989-1990-1991 Report: A Follow-up of Suggestions and Recommendations PRIVATE SECTOR INVOLVEMENT. A follow-up of ICoVE's 11 recommendations and 45 suggested actions in four Technical Reports addressing private-sector involvement issues for 1987-1988. (Executive Summary also available)
- 1989-1990-1991 Report: A Follow-up of Suggestions and Recommendations COORDINATION. A follow-up of ICoVE's 23 recommendations and 31 suggested actions in five Technical Reports addressing coordination issues for 1987-1988. (Executive Summary also available)
- 1989-1990-1991 Report: A Follow-up of Suggestions and Recommendations SPECIAL POPULATIONS. A follow-up of 56 recommendations and 66 suggested actions in nine Technical Reports addressing special population issues for 1987-1988. (Executive Summary also available)
- 1989-1990-1991 Report: A Follow-up of Suggestions and Recommendations QUALITY VOCATIONAL EDUCATION. A follow-up of 35 recommendations and 124 suggested actions in 14 Technical Reports addressing quality vocational education issues for 1987-1988. (Executive Summary also available)
- 1989-1990-1991 Report: A Follow-up of Suggestions and Recommendations EDUCATION FOR EMPLOYMENT. A follow-up of 29 recommendations and 140 suggested actions in 12 Technical Reports addressing education for employment issues in 1987-1988. (Executive Summary also available)
- COMMON ELEMENTS. A report of coordination and special programs serving special populations through vocational education and job training.
- CORRECTIONAL EDUCATION, A WAY TO STAY OUT. A report of public hearings and interviews of inmates with commendations, recommendations for Illinois with supporting statements, and success stories.
- SCHOOL BOARD MEMBERS SEEK BUSINESS COMMUNITY COMMITMENT. A survey report of local school board members and administrators' perceptions of tech prep and private-sector involvement with vocational education.
- INCREASING THE IMPACT OF ICoVE RECOMMENDATIONS: EXAMPLES FROM JTPA REPORTS. A self-evaluation report of ICoVE.
- SPECIAL POPULATION STUDENTS: THE ISSUE OF ACCESS AND SERVICES. A guide for local councils.
- OVERVIEW OF ICoVE INITIATIVES, FISCAL YEARS 1989 AND 1990. A report of ICoVE activities including major initiatives, council meetings, council linkages, reports, and other activities.
- ILLINOIS TECHNICAL COMMITTEES, 1985-1990. A report of the State's technical committee activities and accomplishments.
- NEWSLINE. A newsletter prepared four times per year.
- Brochure Series
  - DO YOU HAVE THE BASIC SKILLS NEEDED . . . TO WORK AFTER HIGH SCHOOL? TO WORK AFTER COLLEGE? TO REENTER THE JOB MARKET? TO GET A BETTER JOB?
  - DO YOU HAVE THE BASIC SKILLS TO GET A JOB IN ILLINOIS?
  - THE ESSENTIAL CREDENTIALS FOR WORK SUCCESS
  - HOW BUSINESS AND LABOR CAN HELP EDUCATION PREPARE A WORLD-CLASS WORKFORCE
  - WORKING WITH BUSINESS AND LABOR TO MAXIMIZE THE PARTNERSHIP POTENTIAL TIPS FOR EDUCATORS
  - BUSINESS AND LABOR'S SUGGESTED ACTIONS FOR EDUCATION
- MEMBERSHIP BROCHURE

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1989-1990-1991 REPORT:
A FOLLOW-UP OF SUGGESTIONS AND RECOMMENDATIONS
(Executive Summary)

Education for Employment

ILLINOIS COUNCIL
ON
VOCATION EDUCATION

1989-1990-1991 REPORT:
A FOLLOW-UP OF SUGGESTIONS AND RECOMMENDATIONS
(Executive Summary)

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PREFACE

In 1988, the Illinois Council on Vocational Education (ICoVE) completed a series of reports as part of its mandated responsibility set forth in the Carl D. Perkins Vocational Education Act of 1984. The series, known as the "Technical Reports," presented 44 recommendations and 210 suggested activities to various audiences to which ICoVE must address its advice and recommendations. Because these recommendations and suggestions had been made in an attempt to improve and enhance vocational education and job training in Illinois, ICoVE believed it was important to monitor and follow up initiatives taken as a result of its evaluation, reporting, and advising efforts.

This report, one of five in a series, is a three-year follow-up report. Other reports in the series include Coordination, Special Populations, Quality Vocational Education, and Private-Sector Involvement.

The Executive Summary provides background information and describes actions taken during 1989, 1990, and 1991 to address the 140 suggestions and 29 recommendations of the 12 technical reports (spanning 1987 and 1988) related to Education for Employment. In addition, the Executive Summary suggests future directions for continued enhancement and states recommendations deemed pertinent by ICoVE.

The Overview section highlights the follow-up actions resulting from suggested and recommended activities in each of the 12 technical reports related to this topic.

ICoVE rated the extent to which each recommendation or suggested activity was met. To rate the extent activities were conducted, ICoVE used the following rating description.

Completed satisfactorily	Redirected activity, satisfactorily
Completed unsatisfactorily	Redirected activity, unsatisfactorily
Considerable progress	Recently initiated, as suggested
Partial progress	Recently initiated, altered satisfactorily
Limited progress	Recently initiated, unsatisfactory
No activity/nothing initiated	alterations
Continued Activity	Future implementation planned
	Future implementation planned, altered

To conduct monitoring and follow-up activities, ICoVE embarked on a variety of initiatives as illustrated below.

- Interviews with 26 state agency personnel
- Surveys of regional delivery system directors (RDS), community college deans (CC), and service delivery area directors (SDA) with the following responses:
  - ICoVE conducted a survey at workshop
    49 RDS responses, 80.3% return
    33 CC responses, 84.6% return

- First mail survey
  55 RDS responses, 90.1% return
  34 CC responses, 87.1% return
  20 SDA responses, 76.9% return

- Second mail survey
  55 RDS responses, 90.1% return
  29 CC responses, 74.3% return

- Special presentations to the ICoVE membership at meetings of the Council, e.g., overview of macro database progress, discussion of the new tech prep initiative, consultation on State Technical Committees.

- Participation of council members in state and regional seminars, workshops, e.g., RDS directors and CC deans meetings, workshops for special populations, and building fairness programs.

- Other ICoVE studies, e.g., public-private sector partnerships and apprenticeships.

- Linkages with other agencies and groups involved in education and training, e.g., IOICC, IJTCC, UCVEI, IVA, AVA, IDES, IBHE, ICCB, ISBE, DCCA, DCFS and IDOC. (See acronym list, p. 21)

The following are the recommendations contained in the five follow-up reports:

The Illinois State Board of Education must:

- Establish world-class performance standards for vocational-technical education participants.

- Implement a process for retraining, upgrading, and maintaining the Illinois workforce, including basic and occupational skills, as part of the EFE policy.

- Place priority on issues related to program access and the provision of services for special populations.

- Use input from the private sector for identifying program service needs, including performance standards for students, programs, and institutions.

- Sit down face to face with other agencies, particularly the Department of Commerce and Community Affairs and the Community College Board, to identify ways of working together to facilitate preparation for work.

The private sector must:

- Identify commerce, industry, and labor needs for education and job-specific preparation, including needed performance standards.

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

Background

In 1985, following a three-year study of vocational education, the Illinois State Board of Education (ISBE) adopted the Education for Employment (EFE) Policy and Administrative Plan. That same year, federal legislation, i.e. Carl D. Perkins Vocational Education Act of 1984, was to be enacted. Today, EFE and its administrative plan have been implemented. The Perkins Act has received massive amendments and is at the threshold of implementation. The State Board has asked the Department of Adult, Vocational and Technical Education (DAVTE) to review EFE and submit suggestions for needed policy changes.

Both the Perkins Act and the EFE Policy had enormous impacts on vocational education in Illinois. The EFE Policy, which was based on an assessment of the state's needs, required similar assessments at the regional level for secondary programs and at the district level for postsecondary education. The Perkins Act of 1984 targeted increased funds for special populations and program improvement. At the same time, federal funds could no longer be used to maintain programs. This substantially decreased the federal share of support for local programs.

DAVTE staff of the State Board provided planning grant funds for secondary regional delivery systems to conduct needed assessment and provide in-service education necessary for implementing EFE. In planning, the systems had to assess student interests, review labor market needs, identify needed programs, and revise and update curriculum. The new regional delivery system required the bringing together of several school districts to plan, organize, and deliver vocational education through a single system. This meant consolidation of some programs. It meant coordination between schools and the identification of a variety of services available for a much larger geographic area.

As the secondary systems developed, the community college (CC), or postsecondary system was also being brought into the picture. The need to articulate programs from one level to the next resulted in "articulation grants" to community colleges to work with secondary education programs in the geographic area to develop program sequences and agreements for how programs would provide articulation between the secondary and postsecondary levels.

Educators throughout the state began a cooperative effort to deliver vocational education which was planned and designed to serve a specific geographic area of the state. The model of delivery for regional programs for vocational education was soon to be used for academic courses as well, particularly for sciences and upper math in the rural, sparsely populated areas. Programs were also designed to serve the special targeted populations. Student services committees were organized to advise on the needs for student services.

At the midpoint of the 80s, the nation was embarking on a reform movement for education. The movement was sparked by public criticism of the educational system. Critics were saying that schools were not providing an adequate education. The needs to strengthen the economy, increase productivity, and improve the U.S. competitive edge in a world marketplace were being thwarted, according to critics, by an educational system which was not preparing the workforce with the basic skills needed.

During the past six years in Illinois (1985–91), the vocational education community has made landmark changes. As required by the EFE policy, student needs were assessed, workforce needs were reviewed, and a number of initiatives were launched with the interest of improving the preparation of students to enter the world of work.

Since 1985, federal legislation, or the Perkins Act, has placed considerable emphasis on making quality vocational education accessible to special populations and to improving program quality. Further, the Act required increased coordination and private-sector involvement as strategies to accomplish access and improvement.

Because schools within a region were "pooling" funds received for special populations, funds were large enough to provide services. Prior to pooling, schools not having enough funds to support an activity often returned unused funds to the State Board. Most were then reallocated to Chicago.

In-service education meetings among high schools in the regions have been expanded to include community college staff. Teachers often report, "The best thing about EFE is it gives us a chance to exchange ideas with other teachers." These activities have continued.

Implementing the EFE policy and administrative plan did not occur without its problems. Many local schools had to "give up programs," and several found their programs in need of a complete overhaul. The old cliche of "everybody resists change" was probably appropriate for everyone at some point.

The Illinois Council on Vocational Education (ICoVE) has closely followed the progress of the EFE policy and administrative plan implementation, as well as the effects of the federal Perkins Act. In 1988, ICoVE made numerous recommendations and suggestions to the State Board, to the Illinois Governor, to the Illinois Job Training Coordinating Council (IJTCC), to secondary and postsecondary systems, to universities, and to other agencies about how to improve EFE. How well federal legislation had been used to meet both state and federal needs was also addressed by ICoVE.

A follow-up report of these specific recommendations and suggested actions is the focus of this report. An abbreviated overview of how ISBE/DAVTE fulfills the challenges of both the EFE and the Perkins Act is included.

1989–1991 Activities, Accomplishments, and Major Findings

With the EFE policy implemented, the Illinois Council on Vocational Education looked forward to assessing its success and suggesting ways the system could be improved. As noted in its 1987–88 reports, quality data needed to determine the effectiveness and efficiency of vocational education programs have not been available. Ample quantitative data were, but even these could not be meshed in a manner as to ascertain the efficiency of the new system.

ICoVE recommended that ISBE develop a data system which would provide information about the impact of vocational education. In 1990, DAVTE released a Request for Proposal (RFP) for a macro data base. The project began in FY 91. A number of advisory groups are providing input to the project.

One of the original intents of the EFE policy was to bring programs such as adult education into the system. Programs such as job training administered by other agencies

were to be coordinated with vocational education. ICoVE found that after the EFE was implemented for secondary and postsecondary vocational education programs, no efforts to integrate the adult education programs also administered by DAVTE/ISBE were made.

The primary focus of the vocational education delivery system during the 1989-1991 time period continued to be the secondary and postsecondary programs--designed to prepare workers for the workforce. Minimal attention was given to the adult worker who is already in the workforce, but needs to update job skills and perhaps improve academic skills essential for new technologies. Community colleges are set up to serve these populations fairly well, but there are no data to determine what impact these services have.

Most adult workers enroll in courses. Unless they are enrolled in programs, there is no follow-up by the community college system, except in individual college or program instances. The result is that there is no accountability system to report if a worker received a wage increase, a job promotion, improved his or her productivity or job skills, learned a new job, changed jobs, or other job benefits which may have occurred.

During the past few years, the nation's workforce has been studied intensely. ICoVE also conducted a study with the private sector to determine its workforce needs at the turn of the century. All of the studies, whether state or national, revealed similar findings. Not only are new entrants in need of better basic skills, but "the existing workforce is no better off," as one business person told ICoVE.

Efforts to establish articulation agreements during early implementation phases of the EFE paved the way for Tech Prep planning grants that were issued in FY 1991. Community colleges and secondary regional delivery systems (RDSs) that were already working on articulated programs had some valuable experiences to contribute to the planning grant.

Staff development was a target of the EFE policy. Each local plan outlined a staff development program for teachers, counselors, administrators, and student services personnel. In addition, an internship program (VIP) provided for teachers to update their work experience by summer employment in the private sector was funded by the Illinois General Assembly.

During its five-year tenure, the VIP has been expanded to include administrators, guidance personnel, personnel teaching in correctional facilities, and lastly, academic teachers. Funds have not yet been made available for academic teachers. Attempts to require the updating of work experience every five years failed to pass the certification board. From a survey of local school board members, ICoVE learned that 50% of the members supported a private-sector internship for academic teachers and 75% supported it for vocational education teachers.

In its 1987-88 Technical Reports, ICoVE made a number of suggestions for in-service education. DAVTE has placed considerable emphasis on in-service education and technical assistance during the past three years. Quality Assistant Program (QAP) funds have supported both locally planned and state-sponsored initiatives for teachers. Considerable efforts were focused on in-service education for teachers working with special populations students, particularly for teachers involved in the mainstreaming of special needs students.

Another ICoVE suggestion was for DAVTE to develop leadership within the RDSs and CC districts for administrators. In-service for these groups, in addition to administrative information, include techniques for focus groups, nominal group techniques, and strategic

planning. Through a joint effort with the University of Illinois, DAVTE co-sponsored a leadership development institute for regional systems directors and a community college research and development center at the university.

Considerable attention has been given to the integration of academic and vocational education during the past three years. Illinois has continued its participation in a national consortium of states for the development, fieldtesting, and implementation of applied academics.

In-service education funds have been used to work with teams of academic and vocational education teachers. Other curriculum work has furthered the integration of academic and vocational education learnings, as well as the preparation of competency-based materials. The verified and validated worker task lists serve as the basis for all curriculum and program development.

An improvement of the involvement of the private sector in both local and state programs has taken place during 1989-1991. The local educators have expanded their use of the private sector and it has become more involved in specific task force initiatives. The local advisory councils have also taken shape and more are functioning now than were in 1988. Administrators assess the contributions made as being more useful. In-service to local teachers and administrators about how to work with the private sector may have contributed; however, ICoVE's study about public-private partnerships indicated there is still room for improving educators' skills pertinent to working with the private sector.

During the past 12-18 months, considerable attention has been given to "gearing up" for the reauthorization of the federal Carl D. Perkins Vocational Education Act. The amended act gives special consideration to those special needs populations with the greatest need. This will cause a significant shift of priorities throughout the state.

In addition to shifts in populations to be served, new federal legislation calls for unprecedented accountability. DAVTE has spent considerable time working with and involving RDS directors and community college deans in preparing for the establishment of performance standards and measures as called for in the reauthorized legislation.

DAVTE conducted focus groups involving educational practitioners and the private sector during FY 90. The purpose of the focus groups was to identify the outcomes of vocational education needed for the 90s. The results are being used as the goal statements in the 1992-94 State Plan for Vocational Education.

Future Directions

The Illinois State Board of Education has requested that DAVTE submit suggestions for changes needed in the Education for Employment Policy and Administrative Plan. With EFE implemented, some fine adjustments may be in order.

As DAVTE continues to refine the EFE policy, it must give particular attention to maintaining, upgrading, and retraining the existing workforce.

- All agencies involved in job training must work together to clearly identify the role each involved agency must fulfill. Roles will include such initiatives as job training, assessment, referrals, retraining, upgrading, basic employment skills, academic skills, applied academics and others. Agencies needing to be involved include ISBE, ICCB, IBHE, DORS, IDPA, DCCA, DCFS, IDES, IDOC, and others. (See acronym list, p. 21.)

• By the year 2000, Illinois will need to retrain approximately 450,000 or 75% of the current workforce. During that same period, nearly 2,000,000 Illinois workers will need to increase their achievement of grade level at least one grade level. Both of these education and training needs are essential if the current workforce is to "keep up" so they can remain employed in the year 2000.

• It is estimated that Illinois corporations are spending $450,000,000 annually for training. Of that, about 31% or $139,500,000 worth of this training will be purchased. If it is not purchased from public education, private schools and vendors will provide the services. Traditionally, public education training has been far more cost-effective than private education. The educational system must gear up to provide world-class educational programs for the current workforce. Corporate entities are already paying taxes to support public education. Public education must provide cost-efficient programs in return.

• Vocational education must coordinate with adult education and Job Training Partnership Act (JTPA) programs to assure the private sector that retraining will include an integrated program of vocational and academic skills which includes the application of academics.

• Adult education must be prepared to assist corporations to provide workers with basic skills such a reading, math, problem-solving, teamwork, communication skills, and decision-making skills which are often lacking in today's workforce.

• Schools must prepare students to continue schooling beyond high school, particularly for Tech Prep or 2+2 programs. Today, 54% of the jobs in the workplace require training beyond high school. By the year 2000, this will increase to 65%. Emphasis by ISBE on the development of the Tech Prep initiative is commendable.

• Maintenance of the workforce must be given a place of prominence in the EFE structure. Its relationship to Tech Prep must be clearly defined.

• The private sector must form partnerships and work cooperatively with the three state agencies for education, i.e., ISBE, ICCB, and IBHE, in order to clearly articulate the specific training needs and performance standards that must be met.

• Education must open its doors to the private sector and seek its advice regarding performance standards and measures needed for the current and future workforce.

Recommendation

It seems apparent that it is an appropriate time for ISBE to implement the EFE policy to the fullest extent for the adult workforce in Illinois. As a result of its review of the EFE policy and the role it has played in developing the Illinois workforce, the Illinois Council on Vocational Education recommends that the Illinois State Board of Education--

RECOMMENDATION

IMPLEMENT A PROCESS FOR RETRAINING, UPGRADING, AND MAINTAINING THE ILLINOIS WORKFORCE, INCLUDING BASIC AND OCCUPATIONAL SKILLS, AS PART OF THE EFE POLICY.

ICoVE members prepare to make a recommendation re: EFE. L. to R. Dr. J. Piland, J. Denny, Rep. G. Ropp, G. Sullivan, V. Salone.

OVERVIEW OF 1989-1990-1991 FOLLOW-UP ACTIVITIES

FOLLOW-UP OF TECHNICAL REPORTS

#3 Advice to the Private Sector
#5 Targeted Populations
#8 Quality Vocational Education
#9 Academic Foundations and Application of Technology
#10 Sex-Role Stereotyping
#11 Preparing and Maintaining Workers
#12 Serving Economically Depressed Areas
#13 Support Services for Students
#14 Consumer and Homemaking Education
#15 JTPA 8% Funds
#16 Adequacy and Effectiveness of JTPA
#25 Correctional Education

Advice to the Private Sector
(Technical Report #3)

Involvement of the private sector with educational programs in Illinois continues to be mobilized, primarily at the request of the vocational education community. Increasingly, the private sector reports that it volunteers its services. This is a welcomed action. However, the educational community, particularly administrators who are often contacted by the volunteering private sector, often does not know how to direct or use the private sector services offered. As a result the offer is not followed up and the private sector assumes that its assistance is either not needed or not wanted. This is truly a tragedy.

When the private sector has become successfully involved with the educational community, the reported results are beneficial to both partner-member. The Vocational Instruction Practicum (VIP) internship for educators in the private sector is a good example.

In a study conducted by the Illinois Council on Vocational Education (ICoVE), the private sector has articulated its concern and need for improving education. The private sector has clarified its needs and suggested ways in which it can help. The private sector has identified a variety of ways in which it can coordinate its own efforts to better serve education.

Primarily, the private sector told ICoVE that education must improve the basic skills of students. The private sector identified nine basic skills and went on to say that not only must students master these skills, they must also be able to apply these skills. The private sector offered its help to education in this effort by assisting educators to develop materials and instruction about applying the basic skills. ICoVE encourages the private sector to step forward with this assistance.

[NOTE: The nine basic skills defined include 1) reading, writing, and math skills; 2) communication skills including listening and oral communication; 3) employability skills including work attitudes and responsibilities and knowing how a business operates; 4) critical thinking, problem-solving, decision-making; 5) group and teamwork skills including interpersonal and social relations; 6) self-esteem, goal setting, and personal and career development; 7) keyboarding and computer literacy skills; 8) leadership skills and improving organizational effectiveness; and 9) basic concepts of technology systems. Of these, the basic academic skills were designated as the first two sets of basic skills, i.e., 1) reading, writing, and math skills and 2) communication skills, including oral and listening.]

The private sector has made equipment and facilities in the workplace available to educational programs. The private sector is willing to do this because schools cannot always afford the equipment and it believes "hands-on" experience is important. Further, the private sector believes the experience in industry, or in the workplace is valuable to students.

Representatives of commerce, industry, and labor are becoming increasingly involved with vocational education programs by serving on advisory committees and councils at

the local level. Through advisory groups, the private sector has reviewed programs and facilities and reported to and advised local boards of control and boards of education. ICoVE recommends the private sector continue in this manner. Representatives of the private sector told ICoVE they are willing to serve on advisory committees if they are more than "window dressing." If they give their time, they want to work and accomplish a goal.

The expertise within the workforce is needed in the instructional process. Whether the private sector may go into the classroom or take the classroom to the workplace, team-teaching, guest speakers, demonstrations, and tours by the private sector expert are invaluable instruction. Again, the representatives participating in ICoVE's study indicated they were willing to do this.

Reauthorization of federal vocational education legislation calls for a statewide core of standards and measures of performance for all vocational education. This is an area in which private-sector participation is a must. During ICoVE's study, numerous trade associations indicated they would be interested in working with education to develop these standards and measures.

ICoVE continues to encourage the private sector to become involved with vocational education and academic education as well. It a must that workplace needs be adequately and continuously communicated to the educational system.

Targeted Populations
(Technical Report #5)

As demographic changes increase the portions of new workforce entrants who represent special needs populations, the need to provide programs and services to prepare these populations for employment remains a priority. Most of these groups have been traditionally underserved by vocational education. Making vocational-technical education accessible to special populations has been, and continues to be, the number one strategy for serving them.

New federal legislation, to be implemented in FY 92, increases the intensity with which these groups will be targeted. In addition, the legislation establishes requirements for measuring success. When success does not occur, state-level assistance must be provided.

During FYs 89, 90, and 91, the State Board and Department of Adult Vocational and Technical Education (DAVTE) have implemented a variety of special programs for special populations. Coordination with other agencies and with special education has been expanded.

Special attention has been given to the transition of special populations to the world of work. Assistance in making these adjustments is often crucial to their on-the-job success. Attention has also been given to assist the secondary student with smooth transition into postsecondary programs. Vocational educators serve on transition coordinating councils at the local level.

The General Assembly created some special programs for targeting potential dropouts and assigned funds and administrative responsibilities to the Illinois State Board of Education (ISBE). ICoVE has repeatedly suggested better coordination of these programs with vocational education. This has not occurred.

In several prior reports of ICoVE, the Council has urged the State Board to re-examine its role in the state's economy in preparation of the workforce and in maintaining that workforce. The Board has not responded. The most visible neglect resulting from the State Board's failure to re-examine its role is in the area of maintaining the workforce.

The State Board has provided limited, if any, leadership to the retraining, upgrading and revitalization of the existing workforce to be competitive in a highly technical, global marketplace. From ICoVE roundtables with business and labor representatives, the need to upgrade and retrain the workforce was reiterated repeatedly. In addition to skill competencies, considerable academic education is needed. The State Board must include the adult population in its access effort. (Disadvantaged adults are targeted in federal legislation.) To date, this has not been common practice.

Services for special needs populations have continued to grow. Efforts to reach populations most in need have increased. In-service education for faculty in how to work with special population groups has also expanded. The State Board is to be commended for its efforts at the secondary and postsecondary levels.

Community colleges (CCs) are to be commended for their efforts to assist special needs populations as well. Community colleges provide financial assistance, extensive remedial education, tutorial programs, and special programs directed to special needs. The student services available at most community colleges to offer special services on an individual basis are quite sophisticated.

In looking ahead for the impact of newly reauthorized federal legislation, the results should emerge from the basic considerations which are to be provided for special populations throughout their vocational education participation.

- equal access to recruitment, enrollment, and placement activities;
- equal access to the full range of vocational education programs;
- a least restrictive environment;
- coordination among vocational education, special education, and rehabilitation agencies for individuals with handicaps;
- information related to vocational education program opportunities, eligibility, specific courses, special services, employment opportunities, and placement.

In addition, special populations participants in targeted sites or programs will be provided with the following services.

- assistance to enter vocational education programs;
- assessment of special needs;
- supplementary services, including curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices;
- guidance, counseling and career development;
- services designed to facilitate transition from school to post-school employment and career opportunities.

The vocational-technical education community is urged to continue its efforts with special populations. As qualitative data become available through new reporting requirements, the information should be used for expansion decisions, and the most successful initiatives can be identified for replication.

Quality Vocational Education
(Technical Report #8)

The assessment of quality in vocational education programs is difficult. In its 1986-87-88 reports, ICoVE reiterated repeated statements about the lack of result data, information about impact, and accountability. As a result, ICoVE could only target processes being used and, at best, speculate what process strategies might enhance quality.

Among its suggestions to the State Board for enhancing quality, ICoVE included developing and providing leadership for program improvement strategies, professional development initiatives, improved communications with regionals and districts, increased attention to labor force needs and labor market information, clarity of role and mission, more input from the private sector, and more priority to maintaining a quality workforce. ICoVE also requested that the State Board carefully assess the results of each activity in order to have information about the impact which could be used for future planning.

Long-range planning during FY 91 by DAVTE has resulted in a set of state goals toward which local and regional systems may direct their efforts. The statement identifies outcomes for student achievement. Assessment of achievement will provide the state with information about the quality of its vocational-technical education programs. Areas for outcomes include:

- Occupational competence
- Academic achievement
- Employment
- Educational attainment .
- Economic competitiveness
- Access and equity

Staff of the State Board were quick to acknowledge the lack of qualitative information to determine the impact of programs on student performance. In FY 90, DAVTE released an RFP (request for proposals) to develop a macro data system which could tie together many of the state's data collection for financial and enrollment information.

The macro data base is being designed to include competency performance, academic achievements, performance measures, including placement, retention, wages, and other follow-up data. The system will be phased in with an implementation projection of FY 93. ICoVE commends the State Board for undertaking this project.

New federal legislation also requires a change in the kind of information collected. Legislation places considerable attention on performance standards, student performance, academic achievement, and job placement, to name a few. The macro system will be crucial to implementing evaluation requirements of the new Carl D. Perkins Vocational and Applied Technology Education Act of 1990.

Federal funds for program improvement under newly reauthorized legislation will greatly curtail the magnitude of program improvement projects to which Illinois has become accustomed. Most funds will be used to improve programs which target special needs populations. Funds for program improvement of the mass of vocational education will not be available, except for the integration of academic and vocational education. Illinois may wish to carefully identify its program improvement needs to determine if state funds will be needed. Sunset legislation for specific improvement priorities might be a viable option.

Academic Foundations and Application of Technology
(Technical Report #9)

The vocational education community has continued to focus on academic foundations and application of technology. Little attention has been given to the application of academics by the academicians themselves except when initiated by vocational education. The concept of "applied" to many educators continues to be equated with "watered down," "simplified," and "vocational education's role." None of these concepts are shared by the private-sector representatives who tell us, "students need to be able to apply what they know."

The Illinois State Board of Education has maintained a posture of local control over curriculum content. The approach is accepted nearly carte blanche. However, the trade off is clearly slower progress toward any outcome suggesting mastery of basic academics.

The DAVTE has piloted numerous efforts to encourage and enhance more integration of applied academics. The vocational education community is also aware that under reauthorized federal legislation, it must assume large increases in responsibility for academic achievement, as well as skill competence. With federal dollars as the carrot, vocational education has attempted to make progress and forge ahead in this effort.

A great deal remains unknown in terms of effective instructional methods and strategies for achieving the applied outcomes. Vocational education, although surely a leader in the instruction of applied technology, is still racing to catch up with the rapidly changing and advancing technology.

ICoVE's recent study of business and labor needs for a quality workforce made the need for demonstrated mastery of basic academic skills clear. Concerns that workers have the ability to be retrained and to adapt to new processes in the workplace were primary examples given by business and labor that the labor force must be proficient in basic academics. Other needed basic skills were also described. Today's employers recognize that their workforce must know how to learn, how to apply, and how to adapt if they are to maintain a competitive edge in the global market place. No longer, they tell us, is it enough to "know how to operate a machine." Today's worker must "know how the machine operates."

The issues of improved instruction in academics and technology continue to plague the educational community in the 90's. Joint efforts to get a handle on what needs to be done and how it should be done are a must if education is meet the challenge of preparing of workforce capable of being competitive in a world market place.

Sex-Role Stereotyping
(Technical Report #10)

Progress toward achieving desired goals related to the sex equity initiative, by its very nature, continues to be slow. Accomplishment of such goals calls for making changes in how a society thinks and acts. Society is slow to change.

The sex equity initiative in Illinois has reiterated awareness activities and has been successful in the design of special programs for students wishing to enter nontraditional careers.

Because the change of social attitudes is slow, the sex equity initiative is likely to have to view as ongoing the need for creating an awareness of existing sex bias and sex role stereotyping.

The Building Fairness initiative reaches guidance counselors throughout Illinois as part of a networking system. Keeping counselors informed and involved helps to get awareness information to students.

The Building Fairness consultants are located in seven geographic locations throughout the State. In-service education, seminars, and location of instructional materials and resources are a few of the services they provide to the grassroots level.

Small grants for program improvement provide for current and updated career information and instructional resources. The purpose of mini-grants and noncompetitive grants is to serve locally identified needs and to try innovative and creative approaches to the Building Fairness effort.

The Building Fairness program has made strides in reducing the sex bias and stereotyping in vocational education, as well as in other educational programs. DAVTE is to be commended for the program. The sex equity initiative has made a substantial impact in the area of career information. Career information free of bias and stereotyping is important to expanding the options students view as available.

A continuing concern of the Building Fairness program is how to develop awareness among the private sector, i.e. employers. The identification of role models from the private sector, as well as the selection and use of mentors who are employed in nontraditional occupations, may be basic to a strategy. In addition to the role model and mentor working with students, these individuals would also be a source of recognition to the corporation or employer. An education-private sector partnership to identify nontraditionally employed individuals as "company representatives" may help provide the needed visibility.

Sex equity efforts focus on nontraditional career opportunities for males as well as females.

Preparing and Maintaining Workers
(Technical Report #11)

The Illinois State Board of Education has not taken an assertive posture in providing vocational education that prepares and maintains adult workers. Although much of the community college enrollment is adults and many of these adults are employed, federal funds for vocational education have not really targeted this area in terms of curriculum development and articulation, professional development, and other in-service education designed to assure quality programs. The adult programs (short term, non-degree vocational courses) might best be described as "taking care of themselves." Most of these initiatives are provided by the community college system.

ICoVE's roundtable discussions with representatives from business, industry, and labor during FY 91 made it very clear that the current workforce is in need of academic and vocational education. Often these representatives made a point of noting that although they were dissatisfied with the new products of our education system, they have an existing workforce which possess the same shortcomings in their academic and applied academic skills.

The workforce in Illinois has 2,000,000 workers who, in order to keep up and be retrained to maintain their employment by the year 2000, must have their educational level of achievement raised at least one grade level. A large number must have their grade level increased by two levels.

The private sector is investing an inordinate amount of money in retraining and upgrading efforts. The private sector has a large investment in testing and assessment programs. Corporate training costs impact the corporations' ability to be competitive in a global economy. Costs are passed on to the consumer.

The problem of maintaining and retraining does not belong to vocational education alone. Adult basic education has a big role to play, particularly for the academic needs. Vocational education for adults and adult education need similar integration of academic and vocational subject matter.

In defining education's role, it might be well to assign specific responsibilities to varying educational deliverers. Assessments are needed to help people to understand what they already "have and what they need to acquire." A system of assessment ought to include the examination of "job families," i.e., supply/demand and employers.

Vocational Education must work with other programs, particularly adult education, JTPA, community college transfer programs, and universities, employment security to name a few. The capacity of each program to work with the existing workforce to provide upgrading and retraining skills for the unemployed, new employer-determined skills, assistance to the underemployed and needs of first-time entrants must be identified and clarified.

Illinois continues to provide a highly successful quick-start training program. Known as the HITS (High Impact Training System) program, this initiative provides training for new and expanding industries. Nearly all of the programs are offered through the community college system. ISBE administers the program.

The community colleges and universities need to articulate programs by identifying skill competencies each can provide and the skill competencies most incumbent workers possess. Assessment should clearly identify existing competencies. Curriculum must be flexible enough so that the system (whether CC or university) can "stop running adults through the same old thing if they still (or already) have the competency." Acknowledging competencies acquired on the job or at other levels of education is a must if education expects to entice the workforce back into the education system.

The Illinois State Board of Education needs to reassess its role and the priority it gives to preparing and maintaining our adult workforce.

Education, including vocational education, needs to work with business and labor to determine what they wish to provide in-house and what they prefer to come from the educational community. Education should encourage legislation that would benefit employers and employees to invest in the occupational or career competencies needed in the workforce.

Serving Economically Depressed
(Technical Report #12)

In recent years, several special programs have been designed for economically depressed areas of the state. These programs have relatively significant numbers of participants.

Based on participant interest in the programs and instructors' assessment of success, most have been labeled successful.

Nearly all of the information used to assess the programs has been quantitative or highly subjective (opinion). No attempt to identify specific success such as improved skill competencies, decrease in unemployment, increase in wages, job promotions, or increased productivity has been made.

New federal legislation for vocational education gives a considerable amount of emphasis on successfully serving areas designated as economically depressed. This, coupled with new requirements for accountability, is sure to prompt states into improving the extent to which success is measured.

Newly reauthorized legislation will strongly support the recommendations and suggested actions that ICoVE made to the State Board in FYs 87 and 88.

For years, funds have targeted economically depressed areas, but no system of identifying either good progress or bad programs has been put in place. Research is needed in this area to eliminate throwing funds at an effort for which we are unsure of the outcomes.

Illinois has diverse needs among its economically depressed areas. Metropolitan areas, e.g., Chicago, East St. Louis, have large numbers of economically disadvantaged people and large pockets of economically depressed areas. Some rural areas of Illinois, particularly in Southern Illinois, have greater percentages of economically disadvantaged people than the metropolitan areas.

The variation in needs of these areas ought to be carefully assessed with actions taken that are appropriate to each. In funding programs and services, caution should be taken that large numbers do not dominate funds, thus leaving large-percentage areas unserved.

Support Services for Students
(Technical Report #13)

The need for student services, particularly guidance and counseling services, seems to be growing annually. With newly proposed testing and follow-up data being required each year, the demands on student services personnel will undoubtedly increase.

Large amounts of local, state and federal funds are already being funneled into these services. Increasing numbers of at-risk populations are expected to continue to tap guidance and counseling resources.

Cooperation and sharing of available services between secondary and postsecondary appear to be expanding. Cooperation among schools within the secondary system is one of the important successes of the regional systems. Student services committees are to be commended for their work in enhancing the comprehensiveness of services, as well as the expansion and quality.

State-level coordination among agencies is greatly improved. ICoVE recommends this be continued. Career guidance consultants in seven geographic areas of the state are working to coordinate with other state and federal programs at the local level. Technical assistance is provided by the consultants in the form of in-service education to the service providers.

A possible shortage of guidance counselors is becoming a concern. This needs to be carefully monitored. In 1990, Illinois universities graduated less than 20 guidance counselors in the education area.

The Illinois Vocational Student Services Network (IVSSN) is organized by placing a Career Guidance Consultant and a Building Fairness Consultant in seven geographic regions of the State. The purpose of the IVSSN or networking system is to expand and improve services to secondary and postsecondary vocational education systems. In-service education, workshops, awareness programs, and needs assessment are some of the services provided.

A great deal of criticism from the public and from teachers and administrators within the educational community has targeted guidance and counseling in recent years. Guidance by Objectives provides direction for guidance counselors, but it seems apparent that the complexity of the guidance role demands constant in-service education. At the same time, preservice guidance and counseling programs should be reviewed to determine whether or not guidance counselors are being adequately prepared.

The most frequently cited criticism of guidance counselors is that they "counsel all students to go to the four-year university." Business and labor representatives participating in ICoVE's roundtables frequently voiced this concern. Further, they expressed concern about guidance counselors' attitude toward preparing students for employment. They indicated they believed guidance counselors were not knowledgeable about today's jobs and the need for workers to have not only sound basic academic skills, but also some advanced academic skills.

The Illinois Occupational Information Coordinating Council (IOICC) has made considerable contributions to keeping guidance personnel updated with labor market information. Although guidance counselor participation in the VIP internship program has gained momentum, encouragement to participate must continue. Guidance counselors have a responsibility for keeping abreast of changes and needs of the workplace.

At the same time, the vocational education community must accept its responsibility for keeping guidance counselors apprised of changes in the workplace and what these changes are demanding from workers in terms of academic competence and skill competencies.

Student services personnel, particularly guidance counselors, must be an integral part of the planning for tech prep. Without adequate participation and knowledge of the tech prep initiative, guidance personnel would not be adequately apprised of information needed to advise students about tech prep programs.

Helping students to transition from secondary to postsecondary education and from school to work are roles with which guidance counselors are frequently called to assist. "Transitioning" is also an area which guidance counselors are asked to "watchdog."

Consumer and Homemaking Education (C&HE)
(Technical Report #14)

The Occupation of Homemaking program has the capacity to help today's students cope with many of society's ills. Coping with alcohol and drugs, child abuse, high costs of higher education, single-parent families, inflation, recession, elderly parents, and a host of other problems affects their ability to concentrate, their ability to cope, and certainly their ability to be productive members of the workforce.

The Occupation of Homemaking program can help members of the future workforce to cope with these problems, to understand the causes, and consequences, and to identify possible solutions.

The Occupation of Homemaking program is declining throughout Illinois. In part, this is because the program, overall, has not been reflective of the family, social, and work-related issues facing the students it serves.

The Occupation of Homemaking also suffers from not being accurately understood in terms of its appropriate content. It needs clear, concise, and accurate definition. Few vocational educators from other occupational areas are apprised of its mission. Often, there is confusion with the Home Economics Occupation programs.

Numerous programs through the state are exemplary. Leadership from local programs has made inroads, but the majority of the programs (whether funded with federal funds or not) continue to be perceived as courses to prepare females for female roles. In many instances, programs are dumping grounds for troubled youth and low achievers. The Occupation of Homemaking is a program which surely should be in the ICP of these students. Likewise, the Occupation of Homemaking can make a contribution to the educational program of honors students. Its problem-solving and decision-making content offer higher-order thinking skills specified as in great demand in the workforce.

The Occupation of Homemaking program should have a K-14 format. Currently, there are no C & HE programs at the postsecondary level, except for those offered through special projects. Illinois has many junior high programs. Sadly, most are the typical "cooking and sewing" variety. Many C & HE concepts would be strengthened by a K-14 program. Such a program needs to include:

- Managing individual and family resources
- Making consumer choices
- Managing home and work responsibilities
- Balancing work and family
- Improving responses to individual and family crises (including violence and child abuse)
- Strengthening parenting skills, especially among teenage parents
- Preventing teen pregnancy
- Assisting aged and handicapped individuals
- Improving individual child and family nutrition and wellness
- Conserving limited resources
- Understanding the impact of new technology on life and work
- Applying consumer and homemaking skills to jobs and careers

The consumer education requirement for graduation may be provided through home economics. At the present time, that is a large part of the enrollment.

PROJECT CONNECT, recently funded for a planning year, is designed to serve adults in economically depressed areas of the state. During its planning year, three sites will serve as pilot-test sites. The program will target adults with special needs. Priority will be to help participants manage work, personal and family life, including coping with many of today's social ills.

JTPA 8% Funds
(Technical Report #15)

The 8% Job Training Partnership Act (JTPA) education funds have continued to provide focused initiatives in community colleges and secondary regional delivery systems. Because these funds can be used to maintain programs for at-risk youth, the 8% funds were used to continue cooperative education programs for potential dropouts and programs designed to bring dropouts back into educational programs.

During the past three years, the Illinois Job Training Coordinating Council (IJTCC) has increased efforts to monitor the 8% programs. An effort from the secondary systems, community colleges and IJTCC was made to maintain the education grants when proposed federal amendments would have eliminated the funds.

Funds needed for programs offered by the 8% are inadequate. There is a waiting list of 60-70 schools wanting to start work experience programs for at-risk youth.

The 8% funds have been used to expand the availability of assessment services. This has benefitted efforts to determine client eligibility and has expedited referrals.

In an effort to free funds for new programs, the 8% state staff at DAVTE are considering reducing reimbursement on a graduated scale, i.e., 100%-75%-50%, to make funds available for new and innovative programs.

A primary purpose of the 8% fund is to enhance coordination between education and job training programs. The two most recent examples of meeting this purpose are the Illinois Youth on Campus (IYOC) program which served 11 Service Delivery Areas (SDA) and the planning grants for five tech prep programs. The 8% funds provided linkage and supportive services for both.

Efforts to cooperate with other state agencies are commendable actions for 8% funds at the state level. Partnerships have been successfully formed with adult education, public aid, Project Chance, JOBS, DCFS, and others.

One problem which continues to plague the 8% programs is the lack of uniform, consistent accountability measures between JTPA and vocational education. Behind this is also a differing philosophical issue of what these ought to be. As both continue to fine-tune and improve accountability, the problem will lessen.

The Management Information System (MIS) should more adequately report the 8% outcomes. The IIA system has been "patched," but work needs to continue.

Adequacy and Effectiveness of JTPA
(Technical Report #16)

The Department of Commerce and Community Affairs (DCCA) has taken a proactive position in marketing JTPA programs during the past three years. In addition to several local efforts, statewide television promotional advertisements have been used.

Illinois has enjoyed a positive placement rate since JTPA was enacted. Because of this, JTPA has been able to pilot some special incentive programs and try some new initiatives. Perhaps the most commendable initiatives are long-term programs to allow for more in-depth academic preparation, as well as for further development of occupational skills.

This exemplary effort addresses the need often expressed by employers. That need is for better academic performance by the workforce so it can adapt to advancing technologies more readily.

The number of participants served by JTPA decreased slightly from FY 89 to FY 90. Participants totaled 101,585 and 94,625, respectively. About 55% of the participants were youth. The "cost per placement" increased slightly for all programs each year.

Placement rates for JTPA participants who complete the program decreased slightly in FY 90 as compared to FY 89 information. Of those who completed, approximately 60%–75% were placed, including participants such as welfare recipients, high school dropouts, criminal offenders, veterans, older workers, and limited-English-proficient participants. Placement was slightly less than 60% for handicapped and displaced homemaker participants, but still over half found employment.

Correctional Education
(Technical Report #25)

The population of Illinois' correctional facilities grew to 27,293 in 1990. This represents 233 incarcerated for every 100,000 population, a growth rate of 20.9% since 1989. The incarcerated population is increasing so rapidly that the "new prison per year" is expected to still come up 4,000 beds short by 1992.

Illinois' community centers or jails are also experiencing population growth. In 1988, Cook County's average daily jail population was 5,890. By 1990, it had grown to 6,233. The downstate average daily jail population in 1988 was 3,164.

What is the cost of incarceration in Illinois? Each inmate in a community center/jail is estimated in 1989 to cost the taxpayer $13,152 a year. Those inmates in correctional institutions ran the taxpayer an average annual cost of $16,326. That cost increases if the cost of public aid to families and dependent children of the incarcerated is added. It brings the annual cost to $25,000 per inmate.

The typical profile of the incarcerated includes functional illiteracy, educational handicap, being accustomed to living below the poverty level, no academic credentials, no job history, and a history of drug and/or alcohol abuse. The needs of the typical incarcerated individual is high for education, particularly job preparation, career counseling, and social services.

ISBE serves as the board of education for District 428 which is the school district of corrections, operating through the Illinois Department of Corrections (IDOC). ISBE and IDOC are to be commended for their cooperation in the use of the 1% funds provided by Perkins for corrections. ICoVE recommended these funds be used for research and development. Several agencies including ICoVE, ISBE, IDOC, ICCB, IDES, and IBHE have cooperated and coordinated a number of research and development projects using the 1% funds available through Perkins.

Corrections education programs in Illinois continue to expand and grow. Efforts to help released inmates find employment and transition successfully to the outside have received considerable attention in recent years. A special task force has recently been studying the problems of released inmates.

Corrections is to be commended for its work with and inclusion of TIE (Training, Industries, and Education). A plan for TIE completers to transfer into industry and work assignments has been suggested by ICoVE to further strengthen the program.

Corrections education programs are reviewed each year. Efforts have been made by the Department of Corrections not to move inmates between facilities if it will disrupt the completion of a vocational education program. The department has also launched an effort to design curriculum that will be compatible between institutions. The Department of Corrections has made some progress in establishing computerized systems for tracking programs, inmates, and parolees. Much remains to be done.

The ICoVE Committee on Corrections has asked the Department of Corrections to design a five-year plan for implementing the needed educational programs. The committee has asked for incentives for inmates to take vocational education.

Most inmates have very poor academic competencies. Corrections education has placed emphasis on the integration of academic and vocational education. One institution piloted the applied academic materials being developed through a national consortium.

Educational programs in correctional facilities are full. It has been suggested that correctional facilities may need to extend the school day in order to accommodate all students who could profit from educational programs.

It is important that the educational programs in correctional facilities provide state-of-the-art preparation for employment. ICoVE is particularly concerned about the opportunities available to females in the women's institutions. Released inmates have a number of problems to overcome in adjusting to the outside; it is imperative they have marketable skills that are needed in the workforce.

To assure that released inmates have marketable skills, ICoVE has encouraged IDOC to develop a Vocational Technical Center for inmates who have a year left on their sentence. The purpose of the center would be to provide inmates soon-to-be released with occupational skills, basic skills, technical skills, and transition skills for successful employment upon release. Programs should be based on high levels of performance standards. ICoVE has also suggested that all residents of minimum security facilities should be in some kind of a work study or vocational education program. IDOC is not in agreement with ICoVE on these issues.

ICoVE Members (L. to R.) Rep. G. Ropp, G. Sullivan, and V. Salone listen as Dr. R. Miguel, DAVTE, talks about EFE activities.

ABBREVIATIONS & ACRONYMS USED IN THIS REPORT

AVA	American Vocational Association
CC	Community College
C&HE	Consumer and Homemaking Education
DAVTE	Department of Adult Vocational and Technical Education
DCCA	Department of Commerce and Community Affairs
DCFS	Department of Children and Family Services
DORS	Department of Rehabilitation Services
EFE	Education for Employment
HITS	High Impact Training Services
IBHE	Illinois Board of Higher Education
ICCB	Illinois Community College Board
ICoVE	Illinois Council on Vocational Education
IDES	Illinois Department of Employment Security
IDOC	Illinois Department of Corrections
IDPA	Illinois Department of Public Aid
IJTCC	Illinois Job Training Coordinating Council
IOICC	Illinois Occupational Information Coordinating Committee
ISBE	Illinois State Board of Education
IVA	Illinois Vocational Association
IVSSN	Illinois Vocational Student Services Network
IYOC	Illinois Youth on Campus
JTPA	Job Training Partnership Act
MIS	Management Information Systems
QAP	Quality Assistance Program
RDS	Regional Delivery System
RFP	Request for Proposal
SDA	Service Delivery Area
TIE	Training, Industries, and Education
UCVEI	University Council for Vocational Education in Illinois
VIP	Vocational Instruction Practicum

Illinois Council on Vocational Education
ICoVE's 1989-1991 REPORTS AND STUDIES

- BUILDING PUBLIC-PRIVATE PARTNERSHIPS TO IMPROVE VOCATIONAL EDUCATION IN ILLINOIS. A survey and validation report of Illinois' business, industry, and labor needs from education.
- TOWARD A WORLD-CLASS WORKFORCE. A response to business, industry, and labor needs with recommendations to education as well as to the private sector.
- BUILDING WORLD MARKET COMPETITORS: TECHNOLOGY TRANSFER AND THE ILLINOIS COMMUNITY COLLEGE SYSTEM. A status report of the community college capacity to be a resource to the state's economy.
- BUILDING WORLD MARKET COMPETITORS: TECHNOLOGY TRANSFER AND THE ILLINOIS COMMUNITY COLLEGE SYSTEM. A status report of the community college capacity to be a resource to the state's economy.
- EXPANDING APPRENTICESHIP PROGRAMS WORK-BASED TRAINING SYSTEMS IN ILLINOIS. A study to review potential expansion of apprenticeship programs, including pre-apprenticeship.
- 1989-1990-1991 Report: A Follow-up of Suggestions and Recommendations PRIVATE SECTOR INVOLVEMENT. A follow-up of ICoVE's 11 recommendations and 45 suggested actions in four Technical Reports addressing private-sector involvement issues for 1987-1988. (Executive Summary also available)
- 1989-1990-1991 Report: A Follow-up of Suggestions and Recommendations COORDINATION. A follow-up of ICoVE's 23 recommendations and 31 suggested actions in five Technical Reports addressing coordination issues for 1987-1988. (Executive Summary also available)
- 1989-1990-1991 Report: A Follow-up of Suggestions and Recommendations SPECIAL POPULATIONS. A follow-up of 56 recommendations and 66 suggested actions in nine Technical Reports addressing special population issues for 1987-1988. (Executive Summary also available)
- 1989-1990-1991 Report: A Follow-up of Suggestions and Recommendations QUALITY VOCATIONAL EDUCATION. A follow-up of 35 recommendations and 124 suggested actions in 14 Technical Reports addressing quality vocational education issues for 1987-1988. (Executive Summary also available)
- 1989-1990-1991 Report: A Follow-up of Suggestions and Recommendations EDUCATION FOR EMPLOYMENT. A follow-up of 29 recommendations and 140 suggested actions in 12 Technical Reports addressing education for employment issues in 1987-1988. (Executive Summary also available)
- COMMON ELEMENTS. A report of coordination and special programs serving special populations through vocational education and job training.
- CORRECTIONAL EDUCATION, A WAY TO STAY OUT. A report of public hearings and interviews of inmates with commendations, recommendations for Illinois with supporting statements, and success stories.
- SCHOOL BOARD MEMBERS SEEK BUSINESS COMMUNITY COMMITMENT. A survey report of local school board members and administrators' perceptions of tech prep and private-sector involvement with vocational education.
- INCREASING THE IMPACT OF ICoVE RECOMMENDATIONS: EXAMPLES FROM JTPA REPORTS. A self-evaluation report of ICoVE.
- SPECIAL POPULATION STUDENTS: THE ISSUE OF ACCESS AND SERVICES. A guide for local councils.
- OVERVIEW OF ICoVE INITIATIVES, FISCAL YEARS 1989 AND 1990. A report of ICoVE activities including major initiatives, council meetings, council linkages, reports, and other activities.
- ILLINOIS TECHNICAL COMMITTEES, 1985-1990. A report of the State's technical committee activities and accomplishments.
- NEWSLINE. A newsletter prepared four times per year.
- Brochure Series
  - DO YOU HAVE THE BASIC SKILLS NEEDED . . . TO WORK AFTER HIGH SCHOOL? TO WORK AFTER COLLEGE? TO REENTER THE JOB MARKET? TO GET A BETTER JOB?
  - DO YOU HAVE THE BASIC SKILLS TO GET A JOB IN ILLINOIS?
  - THE ESSENTIAL CREDENTIALS FOR WORK SUCCESS
  - HOW BUSINESS AND LABOR CAN HELP EDUCATION PREPARE A WORLD-CLASS WORKFORCE
  - WORKING WITH BUSINESS AND LABOR TO MAXIMIZE THE PARTNERSHIP POTENTIAL TIPS FOR EDUCATORS
  - BUSINESS AND LABOR'S SUGGESTED ACTIONS FOR EDUCATION
- MEMBERSHIP BROCHURE

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1989–1990–1991 REPORT:
A FOLLOW-UP OF SUGGESTIONS AND RECOMMENDATIONS
(Executive Summary)

Private-Sector Involvement

ILLINOIS COUNCIL
ON
VOCATION EDUCATION

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A copy of the complete report is available from the Illinois Council on Vocational Education upon request. Ask for the 1989-1990-1991 Report: A Follow-up of Suggestions and Recommendations for PRIVATE-SECTOR INVOLVEMENT.

PREFACE

In 1988, the Illinois Council on Vocational Education (ICoVE) completed a series of reports as part of its mandated responsibility set forth in the Carl D. Perkins Vocational Education Act of 1984. The series, known as the "Technical Reports," presented 44 recommendations and 210 suggested activities to various audiences to which ICoVE must address its advice and recommendations. Because these recommendations and suggestions had been made in an attempt to improve and enhance vocational education and job training in Illinois, ICoVE believed it was important to monitor and follow up initiatives taken as a result of its evaluation, reporting, and advising efforts.

This report, one of five in a series, is a three-year follow-up report. Other reports in the series include Coordination, Special Populations, Quality Vocational Education, and Education for Employment.

The Executive Summary provides background information and describes actions taken during 1989, 1990, and 1991 to address the 45 suggestions and 11 recommendations of the 4 technical reports (spanning 1987 and 1988) related to Private-Sector Involvement. In addition, the Executive Summary suggests future directions for continued enhancement and states recommendations deemed pertinent by ICoVE.

The Overview section highlights the follow-up actions resulting from suggested and recommended activities in each of the 4 technical reports related to this topic.

ICoVE rated the extent to which each recommendation or suggested activity was met. To rate the extent activities were conducted, ICoVE used the following rating description.

Completed satisfactorily	Redirected activity, satisfactorily
Completed unsatisfactorily	Redirected activity, unsatisfactorily
Considerable progress	Recently initiated, as suggested
Partial progress	Recently initiated, altered satisfactorily
Limited progress	Recently initiated, unsatisfactory
No activity/nothing initiated	alterations
Continued Activity	Future implementation planned
	Future implementation planned, altered

To conduct monitoring and follow-up activities, ICoVE embarked on a variety of initiatives as illustrated below.

- Interviews with 26 state agency personnel
- Surveys of regional delivery system directors (RDS), community college deans (CC), and service delivery area directors (SDA) with the following responses:
    - ICoVE conducted a survey at workshop
      49 RDS responses, 80.3% return
      33 CC responses, 84.6% return

- First mail survey
  55 RDS responses, 90.1% return
  34 CC responses, 87.1% return
  20 SDA responses, 76.9% return

- Second mail survey
  55 RDS responses, 90.1% return
  29 CC responses, 74.3% return

- Special presentations to the ICoVE membership at meetings of the Council, e.g., overview of macro database progress, discussion of the new tech prep initiative, consultation on State Technical Committees.

- Participation of council members in state and regional seminars, workshops, e.g., RDS directors and CC deans meetings, workshops for special populations, and building fairness programs.

- Other ICoVE studies, e.g., public-private sector partnerships and apprenticeships.

- Linkages with other agencies and groups involved in education and training, e.g., IOICC, IJTCC, UCVEI, IVA, AVA, IDES, IBHE, ICCB, ISBE, DCCA, DCFS and IDOC. (See acronym list, p. 13.)

The following are the recommendations contained in the five follow-up reports:

The Illinois State Board of Education must:

- Establish world-class performance standards for vocational-technical education participants.

- Implement a process for retraining, upgrading, and maintaining the Illinois workforce, including basic and occupational skills, as part of the EFE policy.

- Place priority on issues related to program access and the provision of services for special populations.

- Use input from the private sector for identifying program service needs, including performance standards for students, programs, and institutions.

- Sit down face to face with other agencies, particularly the Department of Commerce and Community Affairs and the Community College Board, to identify ways of working together to facilitate preparation for work.

The private sector must:

- Identify commerce, industry, and labor needs for education and job-specific preparation, including needed performance standards.

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

1989–1991 Activities, Accomplishments, and Major Findings

The involvement of the private sector with vocational education and other educational programs throughout the state has grown considerably over the past three years. Based on reports to the Illinois Council on Vocational Education (ICoVE) from system directors and community college deans, approximately 9,250 representatives from the private sector participated on regional and district advisory councils. Over 1,200 participated in ICoVE's survey of the private sector concerning their needs from the educational system.

Statewide organizations, such as the AFL–CIO, State Chamber of Commerce, Caterpillar, Motorola, Tooling and Manufacturing Association, Illinois Manufacturing Association, and AT & T have actively pursued and sought to become involved in improving education in Illinois public schools. Some have offered their services at the state and local levels; some have offered policy suggestions; and some have offered legislation.

Both the Illinois State Board of Education (ISBE) and the Illinois Board of Higher Education (IBHE) have appointed special private-sector committees to examine how they can work together to provide the educational programs needed by the workforce. ICoVE was invited to share its study with the study group for the IBHE and has done so.

Even though numerous state and national studies have been conducted during the last decade, some questions remained about "what business wants" and "what education can provide." Much of the problem boiled down to understanding what each other was saying, i.e., communication. Probably one of the most difficult communication problems dealt with basic skills. The private sector charged that schools were not preparing students with the basic skills. As dialogue continued, educators realized that the basic skills, as being requested for the workplace, went far beyond reading, writing, and arithmetic. In addition, students were expected to be able to apply basic skills to real work situations.

Based on findings from several national studies, ICoVE conducted a survey to determine what skills business and labor in Illinois want workers to possess. Following the survey, roundtable discussions were conducted to clarify and verify survey findings.

As a result of these activities, ICoVE and those attending the roundtables concluded that the essential basic skills needed by members of the workforce are as follows:

- Reading, writing, and math skills;
- Communication skills, including listening and oral communication;
- Employability skills including work attitudes and responsibilities and knowing how a business operates;
- Critical thinking, problem-solving, decision-making;
- Group and teamwork skills including interpersonal and social relations;
- Self-esteem, goal setting, and personal and career development;
- Keyboard and computer literacy skills;
- Leadership skills and improving organization effectiveness;
- Basic concepts of technology systems.

Business and labor representatives provided additional input to ICoVE about they need from education in terms of worker preparation. To follow up these discussions, ICoVE asked the private sector what it was willing to do to help education prepare a competent workforce.

In summary, the private sector indicated it is willing to do the following things--

- Participate on advisory groups to advise on industry skill standards.
- Support classroom instruction and career counseling by providing volunteer personnel and other resources.
- Support work-based learning opportunities for students to ease transition from school to work.
- Support updating of teachers through internships or summer jobs.
- Expand access to quality vocational education through apprenticeships.

Considerable attention was given to helping teachers, counselors, and administrators work more effectively with the private sector. This was the focal point of numerous in-service education workshops. Still, at roundtable discussions, the private sector was critical of education's attempts to work with them. "They didn't know what they needed us to do," "we didn't even hear what happened as a result of our input," and "they were defensive of our input," were the most commonly expressed criticisms. Educators indicated they too had been disapointed in the partnership efforts. They felt the private sector was reluctant to describe their needs and often expected "miracles."

As in any new relationship, education and private-sector partnerships take time to develop. It is important that in-service education continue. At roundtable discussions, business and labor told ICoVE they believe "educators are the professionals, they have expertise in teaching methodology . . . how to achieve the outcomes is the professional's responsibility, but we are willing to help where appropriate."

Future Directions

To address the future directions of education-private-sector partnerships, ICoVE is presenting suggestions and a recommendation to both, i.e. education and the private sector. These follow.

FUTURE DIRECTIONS FOR EDUCATION--From its study, as well as surveys conducted of the system directors, community college deans, and SDA directors and other ICoVE information gathering activities, ICoVE concluded there are numerous ways in which the private sector and education can work together more effectively. Both must foster this relationship if it is to have merit.

Performance standards and measures are new requirements under recently reauthorized federal legislation for vocational education. From its roundtable discussions with business and labor, ICoVE learned that many trade associations and occupations requiring licensure already have identified standards of worker performances and are willing to help education develop compatible standards. These standards communicate a level of competency to employers. These should be used in establishing standards for vocational

student achievement wherever possible to avoid reinventing the wheel and to tap resources already available and familiar to the workforce.

Based on these standards, schools should certify students according to their accomplishments. This certification can be used in job-seeking. ICoVE found that private-sector representatives are willing to work with education in identifying appropriate standards for student performance in various occupations. Because many Illinois corporations participate in worldwide competition, it is important that performance standards be established that are second to none in the world.

New student performance standards must be established for all basic skills as identified earlier, as well as for the occupational skills. Because basic skills include academic programs, the establishment of performance standards in our educational system cannot be limited to vocational education programs. It is important that the educational community recognize this. It must be a collaborative venture of the educational enterprise, pre-K through adulthood.

The level of achievement in basic skills must be reported. This may require changes in student grade cards and transcripts. The private sector also voiced concern that students be able to apply academic skills and demonstrate this mastery. Grades don't provide information to be of much value.

In designing performance standards for students, program performance standards and institutional performance standards will also need to be determined. These standards will be of particular value to educational planning, evaluation, and development.

As educators begin to develop performance standards and measures for programs, institutions, and students, they will undoubtedly recognize changes which must occur in "the way education does business" if they are to achieve high levels of performance. Educators must be open to these changes which may affect credentialing laws, length of school day and term, location of instruction, instructional methods, and many other areas.

Clearly, not all students, programs, and institutions can achieve world-class standards. In identifying standards, levels must be established. Levels may address local, state, regional, national, and international standards and/or levels may address entry workers and experienced workers.

The importance of private-sector input at all levels of education and in all curricula cannot be understated. The local schools, regional systems, community college districts, universities, and state boards of education must all develop partnerships and positive relationships with business and labor.

Working with business and labor should produce substantive results. The private sector does not want to be "window dressing." They are ready to work if their help is needed, but when called upon, they expect to take action or see education take action. Unless there are results from their input and these results are reported back to them, business and labor will not come back for a second meeting.

Because education is highly institutionalized, education is often slow to change, as well as reluctant to change. To have effective partnerships with the private sector, education must find ways to become more flexible. At the same time, educators themselves must realize the "comfort zone" once enjoyed by education no longer exists. There is widespread dissatisfaction with the product being produced and educators can no longer afford to resist change.

FUTURE DIRECTIONS FOR THE PRIVATE SECTOR—Although the primary responsibility for quality education rests with the educational community, the private sector must recognize that its stake also carries some responsibility. What the business community is asking education to do is not unreasonable. It is, however, a dramatic change from how education has "conducted business" in the past.

As technology changed how a business operates and how work is done in the private sector, the business community has also been forced to make dramatic changes in order to compete in the world economy. During the decade of the 80s, business struggled as we shifted from a manufacturing society to an informational society. It struggled to replace muscle and brawn with robots and workers capable of decision making and critical thinking.

The private sector recognizes its jobs are filled by thousands of workers, good workers, who cannot read, cannot do simple math, and cannot acquire new job skills until they acquire academic skills. Nearly a half million Illinois workers need additional job skills and nearly two million Illinois workers need to advance their academic achievement by at least one level by the year 2000. Without this education, Illinois business will not be able to participate in the global economy of today and the 21st century.

Both education and the private sector have identified numerous ways in which they can work together to upgrade the current workforce and prepare new workers with knowledge and skills needed in the future. At roundtable discussions with business and labor, several ways the private sector can help were described.

The private sector must work with education to identify the performance standards students must be able to meet. At the same time, the private sector should assist the schools to determine various levels of standards and how to measure these standards. The private sector could help schools develop and conduct performance and certification, i.e., apprenticeship. This would be particularly helpful in occupational skill areas.

It is important that the private sector recognize that if education provides workers who have mastered the basic, academic, and occupational skills it seeks, it must be prepared to compensate exceptional skills with more pay. If students who excel and students who do not excel are to make the same wages, there will be no incentive for needed excellence.

The private sector was emphatic about the importance of students mastering basic academic skills. It was also emphatic about students being able to apply basic and academic skills in real work situations. The business and labor communities must help teachers develop instructional materials to teach real work application of skills and also suggest appropriate measures. This will be particularly beneficial to academic teachers.

The State of Illinois has a private-sector internship program (known as the VIP) for teachers, counselors, and administrators in an effort to update them and keep them apprised of current practices in the workplace. The private sector can help by opening its doors as an internship site for educators. To date, most participation has involved vocational educators. The General Assembly has passed legislation for academic teachers to participate in internship; however, funds for stipends to pay the teachers have not been appropriated. The private sector could urge their representatives and senators to appropriate the needed funds.

As supporters of work-based learning, the private sector can offer slots for on-the-job training (OJT) to vocational education students. This would provide opportunities for students to apply what they have learned and expand on the skills they have acquired. At the same time, it will give employers an opportunity to assess the students' skills for possible future employment.

Representatives of the private sector can also help market both internships for educators and OJT experiences with students by encouraging other businesses to participate.

With technology changing rapidly, it is difficult for the school systems to keep up with equipment, techniques, procedures and processes, and new developments. The private sector must help. There are a variety of ways this can be done.

Volunteers from the private sector can assist with providing instruction. Instruction may be two or three lessons or a semester or year-long course. Representatives of business and labor may also demonstrate new skills to students. The private sector can open its doors for field trips, hands-on experiences with equipment, or long-term training.

The private sector must advise on curriculum and suggest instruction and equipment needed to teach necessary competencies. Business and labor representatives can also help assess competency attainment. The private sector possesses a considerable amount of expertise that is needed in the classroom.

The private sector must be careful not to limit its help to vocational education. Partnerships are essential at the elementary level and universities, as well. Elementary students must be exposed to what goes on behind business and industry doors. Field trips, guest speakers, demonstrations, and shadowing programs may be examples of ways to introduce students to an array of occupations and help students at an early age to understand the relationship between school and work.

Although generic needs of the private sector have been addressed, the occupational preparation needs must be addressed on an ongoing or regular basis. Likewise, programs needed to update or help retrain the current workforce must be clearly defined by the private sector. To enhance effectiveness, the private sector should plan to sit down and help educators design the curriculum needed.

In prior studies conducted by ICoVE, it was learned that representatives from labor are particularly effective when they work directly with students. More specifically, labor was effective in teaching job skills, work ethic, and related academic skills and understanding processes used. Management should plan to involve labor in their partnerships. At the same time, organized labor is encouraged to form partnerships directly with education.

Vocational education has specific mandates to serve handicapped students and students with special needs. Many of these populations will be essential to filling the workforce needs during the next ten years. The private sector must work with education to identify jobs for handicapped and special training needs for other at-risk groups. At-risk populations often are in need of role models and mentors. Business and labor may want to volunteer for these roles.

Recommendations

In making its recommendation to ISBE, ICoVE reiterates that the recommendation must also be heeded at the elementary, secondary, community college, and higher education institutions. The Illinois State Board of Education must--

> *RECOMMENDATION - TO THE ILLINOIS STATE BOARD OF EDUCATION*
>
> *USE INPUT FROM THE PRIVATE SECTOR FOR IDENTIFYING PROGRAM AND SERVICE NEEDS INCLUDING LEVELS OF PERFORMANCE STANDARDS FOR STUDENTS, PROGRAMS, AND INSTITUTIONS.*

The Illinois Council on Vocational Education, in making its recommendation to the private sector, stresses that in responding, it is imperative that the private sector cooperate with the educational community. Education welcomes response from small business, organized labor, corporations, individuals, and trade and professional associations. There is plenty of work to be done. The private sector must--

> *RECOMMENDATION - TO THE PRIVATE SECTOR*
>
> *IDENTIFY COMMERCE, INDUSTRY, AND LABOR NEEDS FOR EDUCATION AND JOB-SPECIFIC PREPARATION INCLUDING PERFORMANCE STANDARDS.*

How the private sector and educational communities choose to work together must remain flexible. It must be, however, what best serves both. Numerous models, including adopt-a-school, a student, or a teacher are available. The suggestions cited above were all identified by business-labor roundtables as actions that are feasible for the private sector to carry out in partnerships with education. Efforts to explore new and innovative collaborative actions to improve the preparation and maintenance of the Illinois workforce will always be appropriate.

ICoVE members listen to views of the private sector. L. to R. Rep. G. Ropp, G. Sullivan, V. Salone.

OVERVIEW OF 1989-1990-1991
FOLLOW-UP ACTIVITIES

FOLLOW-UP OF TECHNICAL REPORTS

#3 Advice to the Private Sector
#7 Private-Sector Involvement
#19 Education for Employment
#20 Implementing Education for Employment

OVERVIEW OF 1989-1990-1991 FOLLOW-UP ACTIVITIES

Advice to the Private Sector
(Technical Report #3)

Involvement of the private sector with educational programs in Illinois continues to be mobilized, primarily at the request of the vocational education community. Increasingly, the private sector reports that it volunteers its services. This is a welcomed action. However, the educational community, particularly administrators who are often contacted by the volunteering private sector, often does not know how to direct or use the private sector services offered. As a result the offer is not followed up and the private sector assumes that its assistance is either not needed or not wanted. This is truly a tragedy.

When the private sector has become successfully involved with the educational community, the reported results are beneficial to both partner-member. The Vocational Instruction Practicum (VIP) internship for educators in the private sector is a good example.

In a study conducted by the Illinois Council on Vocational Education (ICoVE), the private sector has articulated its concern and need for improving education. The private sector has clarified its needs and suggested ways in which it can help. The private sector has identified a variety of ways in which it can coordinate its own efforts to better serve education.

Primarily, the private sector told ICoVE that education must improve the basic skills of students. The private sector identified nine basic skills and went on to say that not only must students master these skills, they must also be able to apply these skills. The private sector offered its help to education in this effort by assisting educators to develop materials and instruction about applying the basic skills. ICoVE encourages the private sector to step forward with this assistance.

[NOTE: The nine basic skills defined include 1) reading, writing, and math skills; 2) communication skills including listening and oral communication; 3) employability skills including work attitudes and responsibilities and knowing how a business operates; 4) critical thinking, problem-solving, decision-making; 5) group and teamwork skills including interpersonal and social relations; 6) self-esteem, goal setting, and personal and career development; 7) keyboarding and computer literacy skills; 8) leadership skills and improving organizational effectiveness; and 9) basic concepts of technology systems. Of these, the basic academic skills were designated as the first two sets of basic skills, i.e., 1) reading, writing, and math skills and 2) communication skills, including oral and listening.]

The private sector has made equipment and facilities in the workplace available to educational programs. The private sector is willing to do this because schools cannot always afford the equipment and it believes "hands-on" experience is important. Further, the private sector believes the experience in industry, or in the workplace is valuable to students.

Representatives of commerce, industry, and labor are becoming increasingly involved with vocational education programs by serving on advisory committees and councils at the local level. Through advisory groups, the private sector has reviewed programs and facilities and reported to and advised local boards of control and boards of education. ICoVE recommends the private sector continue in this manner. Representatives of the private sector told ICoVE they are willing to serve on advisory committees if they are more than "window dressing." If they give their time, they want to work and accomplish a goal.

The expertise within the workforce is needed in the instructional process. Whether the private sector may go into the classroom or take the classroom to the workplace, team-teaching, guest speakers, demonstrations, and tours by the private sector expert are invaluable instruction. Again, the representatives participating in ICoVE's study indicated they were willing to do this.

Reauthorization of federal vocational education legislation calls for a statewide core of standards and measures of performance for all vocational education. This is an area in which private-sector participation is a must. During ICoVE's study, numerous trade associations indicated they would be interested in working with education to develop these standards and measures.

ICoVE continues to encourage the private sector to become involved with vocational education and academic education as well. It a must that workplace needs be adequately and continuously communicated to the educational system.

Private-Sector Involvement
(Technical Report #7)

Increased participation of commerce, industry, and labor in the educational process has been suggested as a strategy that would have considerable impact on the quality of our educational system. When the private sector began saying that education was not providing the skills and knowledge needed by today's workforce, educators turned and asked, "What should we be teaching?"

ICoVE's study of business and labor needs has been closely followed by the Department of Adult Vocational and Technical Education (DAVTE) staff. Staff indicate that ICoVE's findings will be useful in developing the state's plan for vocational education. Of particular interest are the private-sector needs for basic skills and occupational skills and the level of skill standards essential for today's workplace.

For nearly a decade, dialogue has raised numerous issues, i.e., appropriate role of education, the private sector role in education, authority, funding liability. Soon it became apparent that public education and the private sector did not always "speak the same language." The question of who is responsible for determining curriculum content has often been asked. Even though the vocational education community had, for over seven decades, alluded to being advised by the private sector, the extent to which it had actually sought and used private-sector input became questionable. Teachers and administrators alike have admitted skepticism about too much involvement of the private sector.

At the state level, DAVTE staff have encouraged private-sector involvement. DAVTE has provided some in-service education about "how to," "why," and so forth, but no large-scale plan or organized sets of strategies about how to work effectively with the

private sector have been identified. The State Board itself has not adopted policies relevant to education-private-sector partnerships. The State Superintendent has appointed a business-education partnership council to advise him regarding K-12 education, which presumably could include vocational education.

The overall use of the private sector at the local level to advise and provide input to local programs varies throughout the state. Community college use and success of involvement with the private sector exceeds that of the secondary level. Colleges have formed more partnerships. Their faculties are more involved than secondary teachers. Efforts are more likely to result in new programs and training sites. This is also true about specific involvement with organized labor.

The private sector has indicated it generally does not receive feedback about how its advice and input is used by education. Community colleges report feedback to their advisors on a scale of 0=none, 4=extensive as a mean of 2.18; secondary reports a mean of 1.8.

Active involvement with organized labor remains somewhat limited to isolated places and programs. Apprenticeship programs provide the best model for labor-education partnerships. Efforts to expand apprenticeships are being made.

Although involvement of vocational-technical education with the private sector has not yet peaked, it appears the community college system has had more success than the secondary. Through planning grants for tech prep or articulation agreements with secondary regional delivery systems, the community colleges must work more closely with secondary personnel to enhance their skills for working with the private sector.

Education for Employment (EFE)
(Technical Report #19)

ICoVE's public hearing asking "what's working?" and what's not?" in relation to ISBE's Education for Employment policy and administration plan generated administrative or implementation strategies as opposed to examining broad policy issues or the goals of the newly adopted EFE policy itself.

Nearly all of the strategies suggested by the grassroots level were tried. Some were tried by the State Board and its staff; others were initiated by the regional delivery systems and community colleges. With the policy and its plan fully initiated, several of these strategies are in place as ongoing initiatives.

Lines of communication between the state level and the regional/district level have been greatly enhanced. An advisory group of directors meets regularly with Regional Vocational Administrators and DAVTE managers and consultants. DAVTE anticipates initiating a similar group with community college deans. Regularly scheduled in-service meetings of DAVTE staff with system personnel and community college personnel increased as implementation progressed. As this occurred, many problems were resolved before becoming major issues.

A similar process is being used in Illinois as DAVTE staff develop its new plan which will implement new federal legislation. Local personnel are being asked, "What is the best way to do this?" This openness of DAVTE staff and involvement from the local level are commendable.

As a result of implementing EFE, private-sector involvement at the local level was increased. Efforts need to continue to improve the manner and methods used when working with business, industry, and labor to maximize their impact. A good beginning exists.

Teachers and instructors have recognized the value of returning to the workforce to update their knowledge and skills through the internship process. This momentum is gaining.

Although one can still be critical of unmet needs for coordination, cooperation, and collaboration, the vocational education community has achieved significant success in this area. Educators have not only recognized its value in terms of efficiency, but have also acquired skills for the process. The extent to which vocational educators work together and work with academic teachers, special education programs, Job Training Partnership Act (JTPA), community-based organizations, and other public agencies is expanding rapidly.

Through the process of implementing EFE, vocational education recognized its need for leadership from within the community. Some action has occurred, but attention should be given to this area in the future.

When vocational education took a hard look at itself, it realized it had very little information on which to make a judgment about impact. When new federal legislation was passed, Illinois was aware of what needed to be done to respond.

The State Board's policy is fully implemented. It has requested staff to report needed changes. In the next few years the fine-tuning will occur.

Implementing Education for Employment
(Report #20)

As a result of a survey of vocational education teachers attending the 1986 Illinois Vocational Association Annual Conference, ICoVE learned that teachers lacked information and involvement in the initial phase of implementing the EFE policy and administrative plan.

At that time, the vocational education community appeared to lack leadership around the state. The new direction vocational education was attempting to go had created confusion and frustration at the grassroots level.

ICoVE recommended that the State Board encourage involvement of teachers. To do this, the Board had to increase in-service to inform teachers of the process. Leadership needed to be developed. At the same time, the State Board needed to exert leadership so as to identify problems quickly and remove barriers that were preventing local, advancing efforts.

DAVTE recognized the need of teachers to be involved in the process of regionalization. System directors were encouraged to involve teachers more extensively. This began to happen when the work of verifying task lists began. Teachers also became involved when articulation agreements required the articulation of vocational education programs between the secondary and postsecondary levels. Heavy involvement of teachers most recently has been in the integration of academic and vocational education.

Efforts were made by DAVTE to provide leadership and encourage the development of leadership through community colleges and particularly the regional systems where it seems most needed. There was a concern for the high turnover rate of RDS directors. DAVTE formed an advisory group of system directors to advise, react, and suggest strategies that would facilitate implementation.

To date, EFE has been fully implemented throughout the state. The community college and secondary systems have developed articulation agreements and continue to cooperate in providing in-service or staff development, student services, particularly for targeted populations, and joint review of labor market information. The endorsement of EFE by the State Board itself as a purpose of schooling would strengthen the EFE effort.

Several leadership activities have been designed. These need to continue. Leadership is beginning to emerge from the RDS. A new form of leadership is emerging from DAVTE; however, it is not always recognized at the local level. DAVTE must continue to provide leadership in the newly acquire form which is heavy with "openness." Respect for this openness and asking for help and suggestions from the local level are growing.

As DAVTE reviews the policy and makes recommendations to the Board for revisions, it should also suggest strategies to accomplish these revisions which will tap the human resources which have emerged.

Training in the use and management of focus groups, strategic planning, and nominal group techniques was provided to system directors and CC deans by DAVTE staff. Directors and deans have become more involved in the planning process with DAVTE. This has resulted in greater flexibility being given to the local level. At the same time flexibility is granted, the responsibility of decision-making is also passed to the local level. It is important that DAVTE provide strong leadership and at the same time develop leadership of local administrators so they can successfully manage their new responsibilities.

Gov. Edgar congratulates Joseph Storrs, Newman, for his exemplary private sector involvement.

ABBREVIATIONS & ACRONYMS USED IN THIS REPORT

AVA	American Vocational Association
CC	Community College
DAVTE	Department of Adult Vocational and Technical Education
DCCA	Department of Commerce and Community Affairs
DCFS	Department of Children and Family Services
EFE	Education for Employment
IBHE	Illinois Board of Higher Education
ICCB	Illinois Community College Board
ICoVE	Illinois Council on Vocational Education
IDES	Illinois Department of Employment Security
IDOC	Illinois Department of Corrections
IJTCC	Illinois Job Training Coordinating Council
IOICC	Illinois Occupational Information Coordinating Committee
ISBE	Illinois State Board of Education
IVA	Illinois Vocational Association
JTPA	Job Training Partnership Act
OJT	On-the-job-training
RDS	Regional delivery system
SDA	Service delivery area
UCVEI	University Council for Vocational Education in Illinois
VIP	Vocational Instruction Practicum

Illinois Council on Vocational Education
ICoVE's 1989-1991 REPORTS AND STUDIES

- BUILDING PUBLIC-PRIVATE PARTNERSHIPS TO IMPROVE VOCATIONAL EDUCATION IN ILLINOIS. A survey and validation report of Illinois' business, industry, and labor needs from education.
- TOWARD A WORLD-CLASS WORKFORCE. A response to business, industry, and labor needs with recommendations to education as well as to the private sector.
- BUILDING WORLD MARKET COMPETITORS: TECHNOLOGY TRANSFER AND THE ILLINOIS COMMUNITY COLLEGE SYSTEM. A status report of the community college capacity to be a resource to the state's economy.
- BUILDING WORLD MARKET COMPETITORS: TECHNOLOGY TRANSFER AND THE ILLINOIS COMMUNITY COLLEGE SYSTEM. A status report of the community college capacity to be a resource to the state's economy.
- EXPANDING APPRENTICESHIP PROGRAMS WORK-BASED TRAINING SYSTEMS IN ILLINOIS. A study to review potential expansion of apprenticeship programs, including pre-apprenticeship.
- 1989-1990-1991 Report: A Follow-up of Suggestions and Recommendations PRIVATE SECTOR INVOLVEMENT. A follow-up of ICoVE's 11 recommendations and 45 suggested actions in four Technical Reports addressing private-sector involvement issues for 1987-1988. (Executive Summary also available)
- 1989-1990-1991 Report: A Follow-up of Suggestions and Recommendations COORDINATION. A follow-up of ICoVE's 23 recommendations and 31 suggested actions in five Technical Reports addressing coordination issues for 1987-1988. (Executive Summary also available)
- 1989-1990-1991 Report: A Follow-up of Suggestions and Recommendations SPECIAL POPULATIONS. A follow-up of 56 recommendations and 66 suggested actions in nine Technical Reports addressing special population issues for 1987-1988. (Executive Summary also available)
- 1989-1990-1991 Report: A Follow-up of Suggestions and Recommendations QUALITY VOCATIONAL EDUCATION. A follow-up of 35 recommendations and 124 suggested actions in 14 Technical Reports addressing quality vocational education issues for 1987-1988. (Executive Summary also available)
- 1989-1990-1991 Report: A Follow-up of Suggestions and Recommendations EDUCATION FOR EMPLOYMENT. A follow-up of 29 recommendations and 140 suggested actions in 12 Technical Reports addressing education for employment issues in 1987-1988. (Executive Summary also available)
- COMMON ELEMENTS. A report of coordination and special programs serving special populations through vocational education and job training.
- CORRECTIONAL EDUCATION, A WAY TO STAY OUT. A report of public hearings and interviews of inmates with commendations, recommendations for Illinois with supporting statements, and success stories.
- SCHOOL BOARD MEMBERS SEEK BUSINESS COMMUNITY COMMITMENT. A survey report of local school board members and administrators' perceptions of tech prep and private-sector involvement with vocational education.
- INCREASING THE IMPACT OF ICoVE RECOMMENDATIONS: EXAMPLES FROM JTPA REPORTS. A self-evaluation report of ICoVE.
- SPECIAL POPULATION STUDENTS: THE ISSUE OF ACCESS AND SERVICES. A guide for local councils.
- OVERVIEW OF ICoVE INITIATIVES, FISCAL YEARS 1989 AND 1990. A report of ICoVE activities including major initiatives, council meetings, council linkages, reports, and other activities.
- ILLINOIS TECHNICAL COMMITTEES, 1985-1990. A report of the State's technical committee activities and accomplishments.
- NEWSLINE. A newsletter prepared four times per year.
- Brochure Series
  - DO YOU HAVE THE BASIC SKILLS NEEDED . . . TO WORK AFTER HIGH SCHOOL? TO WORK AFTER COLLEGE? TO REENTER THE JOB MARKET? TO GET A BETTER JOB?
  - DO YOU HAVE THE BASIC SKILLS TO GET A JOB IN ILLINOIS?
  - THE ESSENTIAL CREDENTIALS FOR WORK SUCCESS
  - HOW BUSINESS AND LABOR CAN HELP EDUCATION PREPARE A WORLD-CLASS WORKFORCE
  - WORKING WITH BUSINESS AND LABOR TO MAXIMIZE THE PARTNERSHIP POTENTIAL TIPS FOR EDUCATORS
  - BUSINESS AND LABOR'S SUGGESTED ACTIONS FOR EDUCATION
- MEMBERSHIP BROCHURE

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1989-1990-1991 REPORT:
A FOLLOW-UP OF SUGGESTIONS AND RECOMMENDATIONS
(Executive Summary)

Quality Vocational Education

ILLINOIS COUNCIL
ON
VOCATION EDUCATION

1989–1990–1991 REPORT:
A FOLLOW-UP OF SUGGESTIONS AND RECOMMENDATIONS
(Executive Summary)

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A copy of the complete report is available from the Illinois Council on Vocational Education upon request. Ask for the 1989–1990–1991 Report: A Follow-up of Suggestions and Recommendations for QUALITY VOCATIONAL EDUCATION.

PREFACE

In 1988, the Illinois Council on Vocational Education (ICoVE) completed a series of reports as part of its mandated responsibility set forth in the Carl D. Perkins Vocational Education Act of 1984. The series, known as the "Technical Reports," presented 44 recommendations and 210 suggested activities to various audiences to which ICoVE must address its advice and recommendations. Because these recommendations and suggestions had been made in an attempt to improve and enhance vocational education and job training in Illinois, ICoVE believed it was important to monitor and follow up initiatives taken as a result of its evaluation, reporting, and advising efforts.

This report, one of five in a series, is a three-year follow-up report. Other reports in the series include Coordination, Education for Employment, Special Populations, and Private-Sector Involvement.

The Executive Summary provides background information and describes actions taken during 1989, 1990, and 1991 to address the 124 suggestions and 35 recommendations of the 14 technical reports (spanning 1987 and 1988) related to Quality Vocational Education. In addition, the Executive Summary suggests future directions for continued enhancement and states recommendations deemed pertinent by ICoVE.

The Overview section highlights the follow-up actions resulting from suggested and recommended activities in each of the 14 technical reports related to this topic.

ICoVE rated the extent to which each recommendation or suggested activity was met. To rate the extent activities were conducted, ICoVE used the following rating description.

Completed satisfactorily	Redirected activity, satisfactorily
Completed unsatisfactorily	Redirected activity, unsatisfactorily
Considerable progress	Recently initiated, as suggested
Partial progress	Recently initiated, altered satisfactorily
Limited progress	Recently initiated, unsatisfactory
No activity/nothing initiated	alterations
Continued Activity	Future implementation planned
	Future implementation planned, altered

To conduct monitoring and follow-up activities, ICoVE embarked on a variety of initiatives as illustrated below.

- Interviews with 26 state agency personnel
- Surveys of regional delivery system directors (RDS), community college deans (CC), and service delivery area directors (SDA) with the following responses:
    - ICoVE conducted a survey at workshop
      49 RDS responses, 80.3% return
      33 CC responses, 84.6% return

- First mail survey
  55 RDS responses, 90.1% return
  34 CC responses, 87.1% return
  20 SDA responses, 76.9% return

- Second mail survey
  55 RDS responses, 90.1% return
  29 CC responses, 74.3% return

- Special presentations to the ICoVE membership at meetings of the Council, e.g., overview of macro database progress, discussion of the new tech prep initiative, consultation on State Technical Committees.

- Participation of council members in state and regional seminars, workshops, e.g., RDS directors and CC deans meetings, workshops for special populations, and building fairness programs.

- Other ICoVE studies, e.g., public-private sector partnerships and apprenticeships.

- Linkages with other agencies and groups involved in education and training, e.g., IOICC, IJTCC, UCVEI, IVA, AVA, IDES, IBHE, ICCB, ISBE, DCCA, DCFS and IDOC. (See acronym list, p. 23.)

The following are the recommendations contained in the five follow-up reports:

The Illinois State Board of Education must:

- Establish world-class performance standards for vocational-technical education participants.

- Implement a process for retraining, upgrading, and maintaining the Illinois workforce, including basic and occupational skills, as part of the EFE policy.

- Place priority on issues related to program access and the provision of services for special populations.

- Use input from the private sector for identifying program service needs, including performance standards for students, programs, and institutions.

- Sit down face to face with other agencies, particularly the Department of Commerce and Community Affairs and the Community College Board, to identify ways of working together to facilitate preparation for work.

The private sector must:

- Identify commerce, industry, and labor needs for education and job-specific preparation, including needed performance standards.

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

Concern for the quality of this nation's education is not new. For a decade, critics have been vocal and the non-critics have countered. The criticism seldom focuses on vocational education per se. That is not to say vocational education has not taken its share of the knocks. Primarily, dissatisfaction is with the basic academic skills--the 3 R's. Without a good foundation in basic skills, critics and non-critics alike tell us, success in other academic and vocational education is doomed. Hence, vocational education has a responsibility to its students to be sure they have acquired academics and know how to apply them in real-work situations.

Why the concern? What is behind it? The need for U.S. business to be competitive in a world market has caused corporate America to look internally to hold a lid on soaring costs; to decrease unnecessary costs caused by waste in processing and worker error; to increase production; and to use technology to replace known inefficiencies. This inward look revealed more problems than "the way business was doing work." It opened their eyes to the low educational levels and poor skills of the existing workforce. To business' dismay, as it turned to the newer workforce entrants for new ideas and better basics, the same problems existed.

Since the release in 1983 of "A Nation At-Risk," education has been scrambling to respond and reform. Not unlike other states, Illinois has passed legislation for school reform, identified learner outcomes, and embarked on numerous testing adventures to determine what progress has been made. The public, particularly the private sector, has been given an opportunity to make known their expectations of the schools. The U.S. system of education has been compared to foreign educational systems. Seldom has the comparison been favorable.

1989-1991 Activities, Accomplishments, and Major Findings

As dissatisfaction with the educational community approaches nearly a decade of criticism, much has been learned. Numerous initiatives have been taken by Illinois to improve vocational education. A brief overview follows.

CURRICULUM REVITALIZATION. Assessment revealed that much of the curriculum being used was outdated and needed to be revised. As part of the process for implementing the Education for Employment (EFE) policy, vocational education began to update and revise curriculum by involving the private sector in validating tasks that today's workers must be able to do. Literally thousands of businesses and labor representatives became involved. They worked directly with teachers by providing input into curriculum revision. These efforts continue.

State technical committees were organized to develop task lists for several occupations. Illinois continued to work with Vocational-Technical Education Curriculum Services (V-TECS) for development of competency-based materials. The Illinois Vocational Curriculum Center (IVCC) provided curriculum searches and has made services of the curriculum center available statewide. During the past three years, assistance has been given to the grassroots by seven instructional materials consultants through a wide array of in-service activities.

STUDENT SERVICES. Student services committees have been required at the regional and community college district levels to provide advice and guidance for serving students with special needs, providing career guidance, and helping special needs students obtain the services they need. In addition, the Illinois Vocational Student Services Network (IVSSN) works to coordinate services and referrals to other agencies which may also have services for special needs students. A considerable amount of in-service education to help teachers mainstream special needs students has been provided. Technical assistance for transition services has also been made available.

PRIVATE-SECTOR INPUT. Considerable input from the private sector has been generated. The information has been used to update program content, instructional materials, equipment, and facilities. The private sector has described its needs for a quality workforce. It has helped to review labor market information and interpret supply-demand data needed for program planning.

INSTRUCTION AND PROFESSIONAL DEVELOPMENT. In-service education activities for instructors has received a great deal of attention. Helping teachers to update their job skills and knowledge through hands-on internships in the private sector has been reported as particularly effective. Integrating academic skills into vocational education curriculum has been an attempt to strengthen academic skills, as well as the application of academic skills to job situations.

The Vocational Instruction Practicum (VIP) internship program helps teachers, counselors, and administrators keep their job knowledge and skills up-to--ate with actual on-the-job experiences.

LABOR MARKET INFORMATION. The increase in use of labor market information to plan vocational education programs has improved its ability to prepare workers for jobs needing workers. Labor market information has been the basis for career information programs as part of the guidance and counseling programs.

PERFORMANCE DATA. Little qualitative data about the performance of vocational education students in the workplace has been available. Some follow up information provide data about how many vocational students got jobs and whether or not their employers were satisfied with their work. Little is known about how well graduates perform, if they perform better than students who did not take vocational education or if their level of productivity is higher, if they receive promotions at a faster rate than other workers, or any other information about how well vocational education graduates perform. During 1991, a Department of Vocational and Technical Education- (DAVTE) funded project began developing a data base that will provide impact information.

Newly reauthorized federal legislation is requiring new levels of accountability about vocational education. The data will depict quality and indicate weaknesses which need to be corrected.

Future Directions

The decade of the 90s will bring new dimensions to the quality of vocational education. Not only will the private sector demand quality programs and services, requirements will extend to accountability to prove quality.

World-class performance standards may be defined as those standards which provide benchmarks against the best standards in the world. Why must vocational education

establish performance standards that are second to none? It is essential to the business community that must compete with world competition in a global economy.

In order for the vocational education system to deliver world-class performance standards to vocational-technical education students, several conditions must be taken into account and made available. A brief discussion of these follows.

- Vocational education must deliver on the basic skills. The basic skills include reading, math, writing; communication, listening; employability skills, including work attitudes and responsibilities and knowing how a business operates; decision making, problem solving, and critical thinking; group and teamwork skills, interpersonal and social relations; self-esteem, goal-setting and career development; keyboarding and computer literacy skills; leadership skills and improving organizational effectiveness; and basic concepts of technology systems. Business and labor have been critical of education's ability to provide these basic skills.

- Vocational education must develop performance measures. Vocational education must report to business and industry about its progress. The vocational education performance must be a part of the State Board's Report Card. Further, it must be able to provide its graduates with a profile of their basic and occupational skills which reflect quality education.

- Vocational education must address levels of performance, e.g., level 1, 2, 3, to reflect high levels of student performance.

- A quality vocational education and academic education must work in harmony not only to teach the basic skills, but also to assure that students know how to apply the basic skills.

- In establishing quality standards, vocational education must involve the private sector, use existing standards that are in place by trade associations and licensing programs, and review these standards frequently to assure their stature in the workplace.

- Performance standards must be implemented by the Board of Higher Education, particularly in teacher preparation programs.

- Vocational education must include instruction about how work is done, as well as how to do a job.

- The public must hold education accountable. Education must be prepared to be accountable. It must report to the public and continue to seek input from the public concerning weaknesses and anticipated changes in workplace requirements.

- A wide array of quality services must be provided to bring the existing workforce and students already in the system up to par. These would include basic academic improvement, remedial programs, counseling to better understand the career field, and assessment to determine the level of achievement.

- The cost of training and retraining that is borne by the private sector is passed on to the customer. Education must recognize how this affects its role in the competitive marketplace.

- Certification, recertification, and tenure laws must be reexamined for barriers to quality instruction.

- State-of-the-art facilities and equipment must be made available to vocational-technical education through partnerships with the private sector.

- Professional educators must understand education's role in a competetive, global economy.

- The private sector should be involved in helping vocational education to assess the extent to which vocational education participants achieve the standards set forth.

- The State of Illinois, i.e., General Assembly, should consider sunset legislation and funding for the purpose of developing areas needed to implement quality performance standards. Such development might include assessment programs, funds for involving the private sector in developing performance standards for students in the various occupational areas, in-service for teachers concerning implementation of the accountability process required, and others.

- The function of vocational counseling must be available to all students.

- Quality vocational education programs must be available for at-risk populations. Performance standards and measures must be appropriately identified.

- The private sector must acknowledge high levels of student performance. It must be prepared to compensate, i.e., offer higher wages, for good grades and higher achievement.

- The academic arena of secondary and postsecondary, including four-year universities, must be involved in the establishment and use of student performance standards. The concept cannot be limited to vocational/occupational programs and skills.

- The use of Tech Prep programs will be crucial in preparing workers who are highly skilled in technical occupations. The state is commended for its support of Tech Prep and urged to continue this emphasis. Funding must support the Tech-Prep concept.

- Schools, K-graduate degrees, must recognize that no one escapes technology. Advances in technology require higher order thinking skills and decision skills. These must permeate the system.

- Student report cards must change dramatically; report cards must reveal levels of achievement, acquired competencies, and demonstrated performances.

- Schools must refrain from a tendency to "water down" curriculum for the less capable by seeking new ways of teaching difficult-to-teach students.

- The urgency for developing articulation and reducing unnecessary duplication must be acted upon by all agencies involved in education and training.

- Priority attention must be given to providing in-service education necessary for preparing educators to deliver the quality of programs that are essential for the 21st century.

Gearing up for quality vocational education will not be an easy task. The task no longer belongs only to vocational education. It involves the academic community, including elementary and higher education; it involves the business and labor representatives who will employ and work with new workers; it will involve the business and labor

representatives who will require workers to receive additional education; and it will involve the workers who will need to be retrained.

World-class performance standards will assure all students of Illinois access to programs capable of preparing them for employment anywhere in the world. It will further afford students access to programs that provide quality education for employment and educational base on which to build to upgrade, retrain and further their education.

Recommendation

The Illinois Council on Vocational Education (ICoVE) recommends that the Illinois State Board of Education--

RECOMMENDATION

ESTABLISH WORLD-CLASS PERFORMANCE STANDARDS FOR VOCATIONAL-TECHNCIAL EDUCATION PARTICIPANTS.

First Lady Mrs. Edgar presents ICoVE's Outstanding Secondary Vocational Education Student award to Melanie Leslie, Breese. Ms. Leslie also received national recognition for her achievements.

OVERVIEW OF 1989-1990-1991
FOLLOW-UP ACTIVITIES

FOLLOW-UP OF TECHNICAL REPORTS

#1 State Planning Activities
#2 Dialogue with Educational Leaders
#5 Targeted Populations
#6 Evaluation Activities
#7 Private-Sector Involvement
#8 Quality Vocational Education
#9 Academic Foundations and Application of Technology
#13 Support Services for Students
#14 Consumer and Homemaking Education
#17 Perceptions Affecting Coordination
#18 Technical Committees and Illinois Curriculum
#19 Education for Employment
#21 Regional Delivery Systems: Opinions Expressed by Board Members
#24 State Policy and Practices

OVERVIEW OF 1989-1990-1991 FOLLOW-UP ACTIVITIES

State Planning Activities
(Technical Report #1)

The Illinois Council on Vocational Education (ICoVE) commends the vocational education staff of the Illinois State Board of Education (ISBE) for leadership efforts exerted to enhance planning for vocational education in Illinois. Enhancements have included extensive involvement of the grassroots level; establishment of long-range program targets; the initial delineation of expectations for vocational education, particularly the identification of measurable results; and continued coordination and consultation with the Illinois Council. Revamping of the request for proposal (RFP) process and the redirection of funds for vocational education provide avenues through which planning resources can be expanded, e.g. development of the macro data base.

Over 250 people interested in vocational education, including educators, private-sector people, administrators, and students were involved in 16 focus groups conducted by ISBE staff to obtain input about the future of vocational education in Illinois. ICoVE spent a full meeting with the State Director discussing the state plan and its contents. Following this initiative, state staff compiled the input and surveyed local and regional personnel to identify priorities, strategies, and targets.

ISBE staff have provided both communication and leadership to the grassroots to prepare vocational education for anticipated new directions resulting from pending reauthorization of federal legislation. For example, the added emphasis expected for tech prep will find Illinois with not only a State plan, but also grassroots-level plans ready to implement tech prep when federal funds are available.

Although not all ICoVE suggestions and recommendations were carried out to the fullest extent possible, efforts of the vocational education staff to improve planning are commendable. The staff provides leadership for planning, thus making it an integrated state-local activity in lieu of a "top down" approach.

The Council recognizes that the vocational education state plan is ultimately the State Board's plan for vocational education. As required by law, the Board adopts this plan as its plans. However, the council would be remiss if it did not assess how this plan fits into the State Board's overall plan for education.

The State Board does not develop a "plan" per se for education in Illinois. Annually, the State Board adopts a set of goals. These address the state's goals for learning. Historically, vocational education has had no prominent visibility in these goals. Its sophisticated plan has no place to attach itself, thus it appears to exist in isolation. The most prevalent identity of vocational education is simply a phrase added to the School Code by the Illinois General Assembly, i.e. "entry into the world of work."

Demands from the general public, particularly employers, for increased applied academics and more integration of vocational education and academic education become the total responsibility for vocational education because there is no plan for academic education. Although not perfected by any means, vocational education has

stringent requirements for accountability. These are increasing. As the public demands more and more feedback about student achievement, vocational education will be saddled with accountability for academic achievement reports. Vocational education has a responsibility to contribute to these achievements, but should be only part of an overall educational plan with accountability measures appropriately assigned.

Looking ahead, as federal law requires standards for vocational education, including standards for academic education integrated into vocational education, vocational education will need to develop standards for academic education. Turf battles are certain to follow with vocational education being accused of not coordinating, "going out on its own," and trying to "take over." The State Board needs to review the mandates of various state and federal statutes to identify aspects which affect or have the potential for impinging on each other. From these, a state plan for education could direct how all entities within the educational framework could work together to achieve their goals as well as their mandated responsibility. Such a plan would facilitate the State Board's ability to coordinate with other state and federal programs contributing to the educational well-being of Illinois students.

Action by the state board now will not only pull the academic, special education, and vocational departments together at the state level, but also display leadership and support to the local education agencies (LEA) to take similar action.

As the State Board looks toward developing a plan to encompass all educational programs for which it has responsibility, the vocational education planning process provides an exemplary model.

Dialogue with Educational Leaders
(Technical Report #2)

In the spring of 1988, the Illinois Council on Vocational Education met with the executive director of the Illinois Community College Board (ICCB), the state superintendent of education, and the executive director of the Illinois Board of Higher Education (IBHE). At that time, several issues were identified. All agreed that the meeting had been productive and that because these three comprise the Joint Committee on Education, discussion of issues they had addressed with ICoVE could be continued at its meetings. The Joint Committee on Education is formed by state statute. However, the Joint Committee on Education has not met regularly since that time. ICoVE sponsored another joint meeting with the three member boards of the Joint Education Committee in March, 1991. Discussion focused on needs of the Illinois education system of the 21st century and results of ICoVE's business and labor study.

The issues of where vocational education fits into the overall educational process, what impact it has on the economy, and whether or not it can contribute to the "basics" needed by employers have received minimal attention from the State Board itself.

The Governor's Office of Planning made considerable progress in its efforts to review programs for the purpose of developing potential coordination mechanisms. Roles of various programs and agencies have been identified.

Efforts from the Governor's office concerning coordination among various agencies involved in preparing and maintaining the Illinois workforce have not moved forward beyond controversy. This may have been, in part, because of the forthcoming election. Clear role definition among the various entities remains a need.

The State Board has worked with the Illinois Board of Higher Education to develop outcomes for college prep programs. This is commendable. The State Board and the Illinois Community College Board have worked jointly to develop a framework through which planning for tech prep (or a 2 + 2 program) can be initiated. This suggests a role for secondary education in preparing the Illinois workforce. Further, the State Board supported legislation providing for teachers of academic programs to participate in private-sector internships in order to acquire knowledge of workforce needs, thus also suggesting a role for education in preparing the state's workforce.

The State Board has asked the Department of Vocational and Technical Education (DAVTE) to review the current EFE policy and recommend needed changes in both the policy and the administrative plan. As the Board reviews its existing policy, it may well take a position which clarifies its views and establishes a clearer and more responsible position for vocational education.

DAVTE has carried out numerous efforts to determine the impact of applied basics. This examination has included several forms of delivery such as a separate course, integration of the applied basics program into vocational education curriculum, and integration of applied basics into academic courses. In addition, strategies for delivery including infusion into existing courses, team teaching and others have also been examined.

As pressure for vocational education's accountability and use of measurable outcomes, particularly for the "basics" increases, it is anticipated that the entire educational system will be forced to work together to evaluate and assess progress. Federal legislation will require vocational education to measure academic achievement of vocational students. This requirement may serve as the impetus for outcome measures throughout the secondary curricula.

ISBE, as well as DAVTE, has actively sought input from the private sector. ISBE's business-education advisory council, which has considerable visibility throughout the state, suggests a role for education in preparing and maintaining the Illinois workforce. The Illinois Council on Vocational Education is also working with labor and employers in Illinois' businesses and industries to determine needs of the Illinois workforce, both now and in the future. These two groups may find coordination of efforts to be mutually beneficial.

The new Governor and agency personnel will undoubtedly convene to plan strategies for the '90s that will enhance the Illinois economy and improve the quality of life for its citizens. It behooves the education community and the job training community to present a clear set of strategies designed to contribute to the state's mission. The State Board can expect to play an important role in shaping Illinois' plan for the decade.

Targeted Populations
(Technical Report #5)

As demographic changes increase the portions of new workforce entrants who represent special needs populations, the need to provide programs and services to prepare these populations for employment remains a priority. Most of these groups have been traditionally underserved by vocational education. Making vocational-technical education accessible to special populations has been, and continues to be, the number one strategy for serving them.

New federal legislation, to be implemented in FY 92, increases the intensity with which

these groups will be targeted. In addition, the legislation establishes requirements for measuring success. When success does not occur, state-level assistance must be provided.

During FYs 89, 90, and 91, the State Board and DAVTE have implemented a variety of special programs for special populations. Coordination with other agencies and with special education has been expanded.

Special attention has been given to the transition of special populations to the world of work. Assistance in making these adjustments is often crucial to their on-the-job success. Attention has also been given to assist the secondary student with smooth transition into postsecondary programs. Vocational educators serve on transition coordinating councils at the local level.

The General Assembly created some special programs for targeting potential dropouts and assigned funds and administrative responsibilities to ISBE. ICoVE has repeatedly suggested better coordination of these programs with vocational education. This has not occurred.

In several prior reports of ICoVE, the Council has urged the State Board to re-examine its role in the state's economy in preparation of the workforce and in maintaining that workforce. The Board has not responded. The most visible neglect resulting from the State Board's failure to re-examine its role is in the area of maintaining the workforce.

The State Board has provided limited, if any, leadership to the retraining, upgrading and revitalization of the existing workforce to be competitive in a highly technical, global marketplace. From ICoVE roundtables with business and labor representatives, the need to upgrade and retrain the workforce was reiterated repeatedly. In addition to skill competencies, considerable academic education is needed. The State Board must include the adult population in its access effort. (Disadvantaged adults are targeted in federal legislation.) To date, this has not been common practice.

Services for special needs populations have continued to grow. Efforts to reach populations most in need have increased. In-service education for faculty in how to work with special population groups has also expanded. The State Board is to be commended for its efforts at the secondary and postsecondary levels.

Community colleges (CC) are to be commended for their efforts to assist special needs populations as well. Community colleges provide financial assistance, extensive remedial education, tutorial programs, and special programs directed to special needs. The student services available at most community colleges to offer special services on an individual basis are quite sophisticated.

In looking ahead for the impact of newly reauthorized federal legislation, the results should emerge from the basic considerations which are to be provided for special populations throughout their vocational education participation.

- equal access to recruitment, enrollment, and placement activities;
- equal access to the full range of vocational education programs;
- a least restrictive environment;
- coordination among vocational education, special education, and rehabilitation agencies for individuals with handicaps;
- information related to vocational education program opportunities, eligibility, specific courses, special services, employment opportunities, and placement.

In addition, special populations participants in targeted sites or programs will be provided with the following services.

- assistance to enter vocational education programs;
- assessment of special needs;
- supplementary services, including curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices;
- guidance, counseling and career development;
- services designed to facilitate transition from school to post-school employment and career opportunities.

The vocational-technical education community is urged to continue its efforts with special populations. As qualitative data become available through new reporting requirements, the information should be used for expansion decisions, and the most successful initiatives can be identified for replication.

Evaulation Activities
(Technical Report #6)

The Illinois State Board of Education has been in the process of developing a new evaluation system to replace Illinois' Three-Phase System which served the State well for over a decade. As reauthorization of federal vocational education legislation began to take shape, it was evident that its requirements for evaluation might differ significantly from prior legislation. Because of this, activities on the new system were put "on hold."

The system which had been under development was being designed as a computer-based self-evaluation system using "indicators" or "red flags" to signal possible program weaknesses. Like previous evaluation systems, it was concerned with process, but it was also result- or outcome-oriented. The system called for the development of a local plan to correct problems and improve weak areas of the existing programs.

Many of the components designed for the evaluation of Illinois' vocational programs prior to reauthorization will be useful in the design of the new evaluation called for by the 1990 amendments.

Section 117 of P.L. 101-392 requires an annual evaluation based on statewide core standards and measures of performance. The evaluation process is to be designed so as to include participation of individuals who represent members of special populations. The review and evaluation is to:

1) Identify and adopt strategies to overcome barriers which result in lower rates of access, to or success in, programs by special populations;
2) Evaluate the progress of special populations in vocational education.

Also to be evaluated is how effectively vocational education provides its participants with strong experiences in vocational education and an understanding of all aspects of the industry the students are preparing to enter.

When the evaluation finds that students are not meeting the established standards and measures, the institution or program must develop a plan including strategies for making the program effective. Provisions call for further improvement by a joint state and local plan if the local entity cannot attain adequate approval.

The evaluation system remains in the developmental stage. Illinois has a good start and expects to be able to tap already-developed materials to finalize a new system to meet requirements of the new legislation.

Private-Sector Involvement
(Technical Report #7)

Increased participation of commerce, industry, and labor in the educational process has been suggested as a strategy that would have considerable impact on the quality of our educational system. When the private sector began saying that education was not providing the skills and knowledge needed by today's workforce, educators turned and asked, "What should we be teaching?"

ICoVE's study of business and labor needs has been closely followed by DAVTE staff. Staff indicate that ICoVE's findings will be useful in developing the state's plan for vocational education. Of particular interest are the private-sector needs for basic skills and occupational skills and the level of skill standards essential for today's workplace.

For nearly a decade, dialogue has raised numerous issues, i.e., appropriate role of education, the private sector role in education, authority, funding liability. Soon it became apparent that public education and the private sector did not always "speak the same language." The question of who is responsible for determining curriculum content has often been asked. Even though the vocational education community had, for over seven decades, alluded to being advised by the private sector, the extent to which it had actually sought and used private-sector input became questionable. Teachers and administrators alike have admitted skepticism about too much involvement of the private sector.

At the state level, DAVTE staff have encouraged private-sector involvement. DAVTE has provided some in-service education about "how to," "why," and so forth, but no large-scale plan or organized sets of strategies about how to work effectively with the private sector have been identified. The State Board itself has not adopted policies relevant to education-private-sector partnerships. The State Superintendent has appointed a business-education partnership council to advise him regarding K-12 education, which presumably could include vocational education.

The overall use of the private sector at the local level to advise and provide input to local programs varies throughout the state. Community college use and success of involvement with the private sector exceeds that of the secondary level. Colleges have formed more partnerships. Their faculties are more involved than secondary teachers. Efforts are more likely to result in new programs and training sites. This is also true about specific involvement with organized labor.

The private sector has indicated it generally does not receive feedback about how its advice and input is used by education. Community colleges report feedback to their advisors on a scale of 0=none, 4=extensive as a mean of 2.18; secondary reports a mean of 1.8.

Active involvement with organized labor remains somewhat limited to isolated places and programs. Apprenticeship programs provide the best model for labor-education partnerships. Efforts to expand apprenticeships are being made.

Although involvement of vocational-technical education with the private sector has not yet peaked, it appears the community college system has had more success than the secondary. Through planning grants for tech prep or articulation agreements with secondary regional delivery systems, the community colleges must work more closely with secondary personnel to enhance their skills for working with the private sector.

Quality Vocational Education
(Technical Report #8)

The assessment of quality in vocational education programs is difficult. In its 1986-87-88 reports, ICoVE reiterated repeated statements about the lack of result data, information about impact, and accountability. As a result, ICoVE could only target processes being used and, at best, speculate what process strategies might enhance quality.

Among its suggestions to the State Board for enhancing quality, ICoVE included developing and providing leadership for program improvement strategies, professional development initiatives, improved communications with regionals and districts, increased attention to labor force needs and labor market information, clarity of role and mission, more input from the private sector, and more priority to maintaining a quality workforce. ICoVE also requested that the State Board carefully assess the results of each activity in order to have information about the impact which could be used for future planning.

Long-range planning during FY 91 by DAVTE has resulted in a set of state goals toward which local and regional systems may direct their efforts. The statement identifies outcomes for student achievement. Assessment of achievement will provide the state with information about the quality of its vocational-technical education programs. Areas for outcomes include:

- Occupational competence
- Academic achievement
- Employment
- Educational attainment
- Economic competitiveness
- Access and equity

Staff of the State Board were quick to acknowledge the lack of qualitative information to determine the impact of programs on student performance. In FY 90, DAVTE released an RFP (request for proposals) to develop a macro data system which could tie together many of the state's data collection for financial and enrollment information.

The macro data base is being designed to include competency performance, academic achievements, performance measures, including placement, retention, wages, and other follow-up data. The system will be phased in with an implementation projection of FY 93. ICoVE commends the State Board for undertaking this project.

New federal legislation also requires a change in the kind of information collected. Legislation places considerable attention on performance standards, student performance, academic achievement, and job placement, to name a few. The macro system will be crucial to implementing evaluation requirements of the new Carl D. Perkins Vocational and Applied Technology Education Act of 1990.

Federal funds for program improvement under newly reauthorized legislation will greatly curtail the magnitude of program improvement projects to which Illinois has become accustomed. Most funds will be used to improve programs which target special needs populations. Funds for program improvement of the mass of vocational education will not be available, except for the integration of academic and vocational education. Illinois may wish to carefully identify its program improvement needs to determine if state funds will be needed. Sunset legislation for specific improvement priorities might be a viable option.

Academic Foundations and Application of Technology
(Technical Report #9)

The vocational education community has continued to focus on academic foundations and application of technology. Little attention has been given to the application of academics by the academicians themselves except when initiated by vocational education. The concept of "applied" to many educators continues to be equated with "watered down," "simplified," and "vocational education's role." None of these concepts are shared by the private-sector representatives who tell us, "students need to be able to apply what they know."

The Illinois State Board of Education has maintained a posture of local control over curriculum content. The approach is accepted nearly carte blanche. However, the trade off is clearly slower progress toward any outcome suggesting mastery of basic academics.

The DAVTE has piloted numerous efforts to encourage and enhance more integration of applied academics. The vocational education community is also aware that under reauthorized federal legislation, it must assume large increases in responsibility for academic achievement, as well as skill competence. With federal dollars as the carrot, vocational education has attempted to make progress and forge ahead in this effort.

A great deal remains unknown in terms of effective instructional methods and strategies for achieving the applied outcomes. Vocational education, although surely a leader in the instruction of applied technology, is still racing to catch up with the rapidly changing and advancing technology.

ICoVE's recent study of business and labor needs for a quality workforce made the need for demonstrated mastery of basic academic skills clear. Concerns that workers have the ability to be retrained and to adapt to new processes in the workplace were primary examples given by business and labor that the labor force must be proficient in basic academics. Other needed basic skills were also described. Today's employers recognize that their workforce must know how to learn, how to apply, and how to adapt if they are to maintain a competitive edge in the global market place. No longer, they tell us, is it enough to "know how to operate a machine." Today's worker must "know how the machine operates."

The issues of improved instruction in academics and technology continue to plague the educational community in the 90's. Joint efforts to get a handle on what needs to be done and how it should be done are a must if education is meet the challenge of preparing of workforce capable of being competitive in a world market place.

Support Services for Students
(Technical Report #13)

The need for student services, particularly guidance and counseling services, seems to be growing annually. With newly proposed testing and follow-up data being required each year, the demands on student services personnel will undoubtedly increase.

Large amounts of local, state and federal funds are already being funneled into these services. Increasing numbers of at-risk populations are expected to continue to tap guidance and counseling resources.

Cooperation and sharing of available services between secondary and postsecondary appear to be expanding. Cooperation among schools within the secondary system is one of the important successes of the regional systems. Student services committees are to be commended for their work in enhancing the comprehensiveness of services, as well as the expansion and quality.

State-level coordination among agencies is greatly improved. ICoVE recommends this be continued. Career guidance consultants in seven geographic areas of the state are working to coordinate with other state and federal programs at the local level. Technical assistance is provided by the consultants in the form of in-service education to the service providers.

A possible shortage of guidance counselors is becoming a concern. This needs to be carefully monitored. In 1990, Illinois universities graduated less than 20 guidance counselors in the education area.

The Illinois Vocational Student Services Network (IVSSN) is organized by placing a Career Guidance Consultant and a Building Fairness Consultant in seven geographic regions of the State. The purpose of the IVSSN or networking system is to expand and improve services to secondary and postsecondary vocational education systems. In-service education, workshops, awareness programs, and needs assessment are some of the services provided.

A great deal of criticism from the public and from teachers and administrators within the educational community has targeted guidance and counseling in recent years. Guidance by Objectives provides direction for guidance counselors, but it seems apparent that the complexity of the guidance role demands constant in-service education. At the same time, preservice guidance and counseling programs should be reviewed to determine whether or not guidance counselors are being adequately prepared.

The most frequently cited criticism of guidance counselors is that they "counsel all students to go to the four-year university." Business and labor representatives participating in ICoVE's roundtables frequently voiced this concern. Further, they expressed concern about guidance counselors' attitude toward preparing students for employment. They indicated they believed guidance counselors were not knowledgeable about today's jobs and the need for workers to have not only sound basic academic skills, but also some advanced academic skills.

The Illinois Occupational Information Coordinating Committee (IOICC) has made considerable contributions to keeping guidance personnel updated with labor market information. Although guidance counselor participation in the VIP internship program has gained momentum, encouragement to participate must continue. Guidance counselors have a responsibility for keeping abreast of changes and needs of the workplace.

At the same time, the vocational education community must accept its responsibility for keeping guidance counselors apprised of changes in the workplace and what these changes are demanding from workers in terms of academic competence and skill competencies.

Student services personnel, particularly guidance counselors, must be an integral part of the planning for tech prep. Without adequate participation and knowledge of the tech prep initiative, guidance personnel would not be adequately apprised of information needed to advise students about tech prep programs.

Helping students to transition from secondary to postsecondary education and from school to work are roles with which guidance counselors are frequently called to assist. "Transitioning" is also an area which guidance counselors are asked to "watchdog."

Consumer and Homemaking Education (C & HE)

(Technical Report #14)

The Occupation of Homemaking program has the capacity to help today's students cope with many of society's ills. Coping with alcohol and drugs, child abuse, high costs of higher education, single-parent families, inflation, recession, elderly parents, and a host of other problems affects their ability to concentrate, their ability to cope, and certainly their ability to be productive members of the workforce.

The Occupation of Homemaking program can help members of the future workforce to cope with these problems, to understand the causes, and consequences, and to identify possible solutions.

The Occupation of Homemaking program is declining throughout Illinois. In part, this is because the program, overall, has not been reflective of the family, social, and work-related issues facing the students it serves.

The Occupation of Homemaking also suffers from not being accurately understood in terms of its appropriate content. It needs clear, concise, and accurate definition. Few vocational educators from other occupational areas are apprised of its mission. Often, there is confusion with the Home Economics Occupation programs.

Numerous programs through the state are exemplary. Leadership from local programs has made inroads, but the majority of the programs (whether funded with federal funds or not) continue to be perceived as courses to prepare females for female roles. In many instances, programs are dumping grounds for troubled youth and low achievers. The Occupation of Homemaking is a program which surely should be in the individual career plan (ICP) of these students. Likewise, the Occupation of Homemaking can make a contribution to the educational program of honors students. Its problem-solving and decision-making content offer higher-order thinking skills specified as in great demand in the workforce.

The Occupation of Homemaking program should have a K-14 format. Currently, there are no C & HE programs at the postsecondary level, except for those offered through special projects. Illinois has many junior high programs. Sadly, most are the typical "cooking and sewing" variety. Many C & HE concepts would be strengthened by a K-14 program. Such a program needs to include:

- Managing individual and family resources
- Making consumer choices

- Managing home and work responsibilities
- Balancing work and family
- Improving responses to individual and family crises (including violence and child abuse)
- Strengthening parenting skills, especially among teenage parents
- Preventing teen pregnancy
- Assisting aged and handicapped individuals
- Improving individual child and family nutrition and wellness
- Conserving limited resources
- Understanding the impact of new technology on life and work
- Applying consumer and homemaking skills to jobs and careers

The consumer education requirement for graduation may be provided through home economics. At the present time, that is a large part of the enrollment.

PROJECT CONNECT, recently funded for a planning year, is designed to serve adults in economically depressed areas of the state. During its planning year, three sites will serve as pilot-test sites. The program will target adults with special needs. Priority will be to help participants manage work, personal and family life, including coping with many of today's social ills.

Perceptions Affecting Coordination
(Technical Report #17)

Two observations apply to actions resulting from ICoVE's recommendation and suggestion for enhancing coordination. First, both DCCA and ISBE gave attention to nearly all of the actions ICoVE suggested. Whether this would have occurred without ICoVE's prompting was not searched. Second rather than giving attention to the suggested actions as a combined effort, the two agencies provided the in-service, review of goals and purposes, responsibilities for basic skills and others in isolation from each. Clearly the message was missed.

There is some evidence to indicate that some local in-service activities involved community college personnel, regional system personnel and service delivery area (SDA) staff in joint efforts to work on coordination. These are commendable activities.

ICoVE believes there continues to be merit in Job Training Partnership Act (JTPA) and vocational education dialogue concerning the role each plays in economic development; responsibilities for improving basic and occupational skills and the development of work maturity and employability skills; ways to jointly ensure access, equity, and efficiency of services for clients; in-service for Private Industry Council (PIC) and advisory council members; and ways to improve communication with each other and among clients.

Technical Committees and Illinois Curriculum
(Report #18)

Local authority for curriculum matters continues to be the practicing policy of the State Board of Education. Nevertheless, to be helpful, the State Board has launched several creative and ambitious curriculum efforts. DAVTE staff has a plan for curriculum, but it is perceived as fragmented.

During the first two years of the Perkins Act, the thrust for curriculum development was toward "revitalization." Numerous strategies were employed, i.e., task list validation,

identification of competencies, research projects, consortia, technical assistance, and the list goes on and on. State Technical Committees also looked at urgent and emerging state needs.

The concept of the "The Illinois Plan for . . ." was introduced by agriculture and industrial education for curriculum initiatives. It incorporated a K-14 framework.

Multiple curriculum efforts have been occurring simultaneously. Each is perceived by the local level as being isolated and unconnected. The Vocational-Technical Education Curriculum Services (V-TECS) consortium began to develop a system for measuring competencies. The applied academic consortium used Illinois as a pilot and field test site. The Illinois Vocational Curriculum Center (IVCC) continues to loan volumes of curriculum materials each year and the clearinghouse at Western Illinois University (WIU) makes curriculum materials available on a cost-recovery basis.

ISBE funded a project which employed curriculum staff in seven geographic areas of the state. These were in place for three years. DAVTE conducted an evaluation and found the results to be positive. Because reauthorization of federal legislation shifts funding support, these seven consultants will not be available after 1991.

The Illinois Vocational Curriculum Center houses curriculum materials and provides curriculum services to schools. Materials are available through the IVCC, as well as curriculum search activities. The IVCC is a valuable service for occupational programs.

It certainly appears that a great deal of effort is being expended at the state level to design applicable curriculum LEAS. However, these multitudes of efforts seem to be doing more to confuse and raise local questions than to resolve problems. It would seem that the "state of the art" in designing and communicating curriculum strategies is still being created. A fully understood plan is needed. It is unclear which curriculum is endorsed by DAVTE and which is not.

Education for Employment (EFE)
(Technical Report #19)

ICoVE's public hearing asking "what's working?" and what's not?" in relation to ISBE's Education for Employment policy and administration plan generated administrative or implementation strategies as opposed to examining broad policy issues or the goals of the newly adopted EFE policy itself.

Nearly all of the strategies suggested by the grassroots level were tried. Some were tried by the State Board and its staff; others were initiated by the regional delivery systems and community colleges. With the policy and its plan fully initiated, several of these strategies are in place as ongoing initiatives.

Lines of communication between the state level and the regional/district level have been greatly enhanced. An advisory group of directors meets regularly with Regional Vocational Administrators and DAVTE managers and consultants. DAVTE anticipates initiating a similar group with community college deans. Regularly scheduled in-service meetings of DAVTE staff with system personnel and community college personnel increased as implementation progressed. As this occurred, many problems were resolved before becoming major issues.

A similar process is being used in Illinois as DAVTE staff develop its new plan which will implement new federal legislation. Local personnel are being asked, "What is the best way to do this?" This openness of DAVTE staff and involvement from the local level are commendable.

As a result of implementing EFE, private-sector involvement at the local level was increased. Efforts need to continue to improve the manner and methods used when working with business, industry, and labor to maximize their impact. A good beginning exists.

Teachers and instructors have recognized the value of returning to the workforce to update their knowledge and skills through the internship process. This momentum is gaining.

Although one can still be critical of unmet needs for coordination, cooperation, and collaboration, the vocational education community has achieved significant success in this area. Educators have not only recognized its value in terms of efficiency, but have also acquired skills for the process. The extent to which vocational educators work together and work with academic teachers, special education programs, JTPA, community-based organizations, and other public agencies is expanding rapidly.

Through the process of implementing EFE, vocational education recognized its need for leadership from within the community. Some action has occurred, but attention should be given to this area in the future.

When vocational education took a hard look at itself, it realized it had very little information on which to make a judgment about impact. When new federal legislation was passed, Illinois was aware of what needed to be done to respond.

The State Board's policy is fully implemented. It has requested staff to report needed changes. In the next few years the fine-tuning will occur.

Regional Delivery Systems: Opinions Expressed by Board Members
(Report #21)

Traditionally, vocational education has operated in a rather isolated existence within the school setting. Historically, vocational education has been hands-on skill training, as opposed to the academics of the three R's. For the past three years, ICoVE has surveyed local school board members and administrators attending the annual convention of local school boards. As a result, ICoVE prepares a report with suggested actions and/or recommendations when appropriate. This is a follow-up of those suggestions and recommendations made for the 1989-90 report and a brief overview of ICoVE's observations and findings resulting from discussions with convention participants. ICoVE found that most administrators come from the academic arena and are not particularly well-versed in what vocational education is trying to accomplish.

As the workplace became more technical in nature and the workforce needed a good foundation of applied academic competencies, vocational education began to change. It needed to become an integral part of the educational process. It needed to work closely with the academic arena to provide students with the basics on which to build technical skills.

The vocational education community was not accustomed to cooperating, coordinating, and working from within the system. It had to shed its isolation tendencies. Vocational

education needed to be understood and integrated into the rest of the educational community. At the same time, that educational community needed to become more knowledgeable about vocational education.

Administrators including superintendents and school board members needed to "learn about vocational education, particularly vocational education in a technical world." They needed to understand where vocational education fit in the overall role and scheme of education.

When the Illinois State Board of Education announced its EFE policy and administration plan for implementation, the role of school administrators and school boards, as it related to vocational education, was increased substantially. It soon became evident that vocational education and its new EFE policy were unfamiliar to administrators and board members. At the same time, the EFE policy was requiring local school boards to work together in a legal consortium--an activity they had been introduced to only in a limited way (cooperative agreements) with special education.

ICoVE surveyed local board members and administrators as EFE began to be implemented. ICoVE discovered an appalling lack of knowledge about EFE. Through other studies, ICoVE had learned that this lack of knowledge was causing barriers to implementation.

During the past three years, the State Board of Education has embarked on an effort to provide information to superintendents, principals, and school board members about EFE. Although the efforts need to continue, progress is clearly evident. Informational meetings during statewide and area in-service conference meetings for these decision makers are having increasing numbers of sessions devoted to vocational education. Attendance at the sessions has also grown.

Many local and regional districts have engaged their advisory councils as part of the information-giving process at the local level. The concepts of private-sector partnerships and advisory committees have spread throughout the educational process and are no longer reserved for vocational education.

Vocational education is working to bring awareness of the need for integration of academic and vocational education.

Vocational education has enhanced its ability to "tell its story," but must continue these efforts so that parents and students fully understand the role it plays in preparing students to continue their education and/or enter employment. This will be particularly helpful in implementing the new tech prep programs currently being developed in Illinois.

State Policy and Practices
(Report #24)

The Education for Employment policy and administrative plan is fully operational throughout Illinois. Several initiatives are in place to continually work toward improving quality. The extent to which these are successful is unclear, or at best, subjective. The State Board has taken a pro-active position in regard to establishing performance standards as required by newly reauthorized federal legislation.

The State Board staff have followed ICoVE's business, industry, and labor study carefully to determine criteria for standards meeting industry requirements.

The ISBE identified outcome areas from a series of focus groups with the educational community, public programs and the private sector. These areas have been identified for goal areas and will become part of the Illinois core performance measures. It is commendable that these evolved from the grassroots and reflect grassroot aspirations. The outcome areas include:

- Employment
- Economic competitiveness
- Academic achievement
- Educational attainment
- Access and equity
- Occupational competence

During the past five years, considerable strides have been made in the formation of linkages and coordination of vocational education with academic education, special education, JTPA, the private sector, federal programs, and state agency services. The amount of activity is commendable although improvement is possible. Upon implementation of the new macro data system, actual outcomes and results generated from these linkages can be assessed in terms of effectiveness and efficiency. System directors and community colleges have identified several benefits of their own systems. Linkages have been increased at both the state and local levels. This is commendable.

Private-sector involvement in program planning, input into improvement and revision initiatives have also grown in numbers. The lines of communications about workforce needs and changes in the workplace itself have improved for occupational programs, student services, regional and district planning and instruction.

ISBE has a tradition of sponsoring and supporting research and development activities. Federal funds for these activities are greatly reduced by the reauthorization of the Perkins Act. With changes facing vocational education, i.e. workplace changes, educational changes, and technological changes, the State Board needs to pursue state funds for research and development activities.

The EFE is able to accommodate the new Tech Prep initiative, thus indicating its capacity for adjusting and fine-tuning. The experiences of working and planning together to create regional systems having articulation agreements with community colleges bring valuable skills to the process.

The concern about teacher/educator preparation has received little attention during the past few years. The concern is multi-faceted. A decline in the number of teachers, counselors, etc., entering the profession in vocational education is declining indicating there will be a teacher shortage. A second concern is that teacher preparation in Illinois is for elementary and secondary. There is no teacher preparation program for postsecondary teachers.

In the occupational programs this is a real concern. Many CC instructors must be brought in from the private sector in order to have the appropriate level of occupational skills needed. The third primary concern is adequate, up-to-date occupational skills for teachers entering the profession and adequate in-service for those already in the profession, i.e. keeping them current.

As new requirements for accountability and evaluation are implemented through the EFE policy, it has the capacity to embrace new efforts and use the outcomes or findings to improve existing programs.

First Lady Mrs. Edgar presents ICoVE's award for Outstanding Postsecondary Vocational Education Student to Amy Beth Coers, Centralia. ICoVE award chair Percy Murdock watches.

ABBREVIATIONS & ACRONYMS USED IN THIS REPORT

AVA	American Vocational Association
CC	Community College
C & HE	Consumer and Homemaking Education
DAVTE	Department of Adult Vocational and Technical Education
DCCA	Department of Commerce and Community Affairs
DCFS	Department of Children and Family Services
EFE	Education for Employment
IBHE	Illinois Board of Higher Education
ICCB	Illinois Community College Board
ICoVE	Illinois Council on Vocational Education
ICP	Individual Career Plan
IDES	Illinois Department of Employment Security
IDOC	Illinois Department of Corrections
IJTCC	Illinois Job Training Coordinating Council
IOICC	Illinois Occupational Information Coordinating Committee
ISBE	Illinois State Board of Education
IVA	Illinois Vocational Association
IVCC	Illinois Vocational Curriculum Center
IVSSN	Illinois Vocational Student Services Network
JTPA	Job Training Partnership Act
LEA	Local Education Agency
PIC	Private Industry Council
RDS	Regional Delivery System
RFP	Request for Proposal
SDA	Service Delivery Area
UCVEI	University Council for Vocational Education in Illinois
VIP	Vocational Instruction Practicum
V-TECS	Vocational-Technical Education Curriculum Services
WIU	Western Illinois University

Illinois Council on Vocational Education
ICoVE's 1989-1991 REPORTS AND STUDIES

- BUILDING PUBLIC-PRIVATE PARTNERSHIPS TO IMPROVE VOCATIONAL EDUCATION IN ILLINOIS. A survey and validation report of Illinois' business, industry, and labor needs from education.

- TOWARD A WORLD-CLASS WORKFORCE. A response to business, industry, and labor needs with recommendations to education as well as to the private sector.

- BUILDING WORLD MARKET COMPETITORS: TECHNOLOGY TRANSFER AND THE ILLINOIS COMMUNITY COLLEGE SYSTEM. A status report of the community college capacity to be a resource to the state's economy.

- BUILDING WORLD MARKET COMPETITORS: TECHNOLOGY TRANSFER AND THE ILLINOIS COMMUNITY COLLEGE SYSTEM. A status report of the community college capacity to be a resource to the state's economy.

- EXPANDING APPRENTICESHIP PROGRAMS WORK-BASED TRAINING SYSTEMS IN ILLINOIS. A study to review potential expansion of apprenticeship programs, including pre-apprenticeship.

- 1989-1990-1991 Report: A Follow-up of Suggestions and Recommendations PRIVATE SECTOR INVOLVEMENT. A follow-up of ICoVE's 11 recommendations and 45 suggested actions in four Technical Reports addressing private-sector involvement issues for 1987-1988. (Executive Summary also available)

- 1989-1990-1991 Report: A Follow-up of Suggestions and Recommendations COORDINATION. A follow-up of ICoVE's 23 recommendations and 31 suggested actions in five Technical Reports addressing coordination issues for 1987-1988. (Executive Summary also available)

- 1989-1990-1991 Report: A Follow-up of Suggestions and Recommendations SPECIAL POPULATIONS. A follow-up of 56 recommendations and 66 suggested actions in nine Technical Reports addressing special population issues for 1987-1988. (Executive Summary also available)

- 1989-1990-1991 Report: A Follow-up of Suggestions and Recommendations QUALITY VOCATIONAL EDUCATION. A follow-up of 35 recommendations and 124 suggested actions in 14 Technical Reports addressing quality vocational education issues for 1987-1988. (Executive Summary also available)

- 1989-1990-1991 Report: A Follow-up of Suggestions and Recommendations EDUCATION FOR EMPLOYMENT. A follow-up of 29 recommendations and 140 suggested actions in 12 Technical Reports addressing education for employment issues in 1987-1988. (Executive Summary also available)

- COMMON ELEMENTS. A report of coordination and special programs serving special populations through vocational education and job training.

- CORRECTIONAL EDUCATION, A WAY TO STAY OUT. A report of public hearings and interviews of inmates with commendations, recommendations for Illinois with supporting statements, and success stories.

- SCHOOL BOARD MEMBERS SEEK BUSINESS COMMUNITY COMMITMENT. A survey report of local school board members and administrators' perceptions of tech prep and private-sector involvement with vocational education.

- INCREASING THE IMPACT OF ICoVE RECOMMENDATIONS: EXAMPLES FROM JTPA REPORTS. A self-evaluation report of ICoVE.

- SPECIAL POPULATION STUDENTS: THE ISSUE OF ACCESS AND SERVICES. A guide for local councils.

- OVERVIEW OF ICoVE INITIATIVES, FISCAL YEARS 1989 AND 1990. A report of ICoVE activities including major initiatives, council meetings, council linkages, reports, and other activities.

- ILLINOIS TECHNICAL COMMITTEES, 1985-1990. A report of the State's technical committee activities and accomplishments.

- NEWSLINE. A newsletter prepared four times per year.

- Brochure Series
  - DO YOU HAVE THE BASIC SKILLS NEEDED . . . TO WORK AFTER HIGH SCHOOL? TO WORK AFTER COLLEGE? TO REENTER THE JOB MARKET? TO GET A BETTER JOB?
  - DO YOU HAVE THE BASIC SKILLS TO GET A JOB IN ILLINOIS?
  - THE ESSENTIAL CREDENTIALS FOR WORK SUCCESS
  - HOW BUSINESS AND LABOR CAN HELP EDUCATION PREPARE A WORLD-CLASS WORKFORCE
  - WORKING WITH BUSINESS AND LABOR TO MAXIMIZE THE PARTNERSHIP POTENTIAL TIPS FOR EDUCATORS
  - BUSINESS AND LABOR'S SUGGESTED ACTIONS FOR EDUCATION

- MEMBERSHIP BROCHURE

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1989-1990-1991 REPORT:
A FOLLOW-UP OF SUGGESTIONS AND RECOMMENDATIONS
(Executive Summary)

Special Populations

ILLINOIS COUNCIL
ON
VOCATION EDUCATION

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ICoVE Membership

A copy of the complete report is available from the Illinois Council on Vocational Education upon request. Ask for the 1989–1990–1991 Report: A Follow-up of Suggestions and Recommendations for SPECIAL POPULATIONS.

PREFACE

In 1988, the Illinois Council on Vocational Education (ICoVE) completed a series of reports as part of its mandated responsibility set forth in the Carl D. Perkins Vocational Education Act of 1984. The series, known as the "Technical Reports," presented 44 recommendations and 210 suggested activities to various audiences to which ICoVE must address its advice and recommendations. Because these recommendations and suggestions had been made in an attempt to improve and enhance vocational education and job training in Illinois, ICoVE believed it was important to monitor and follow up initiatives taken as a result of its evaluation, reporting, and advising efforts.

This report, one of five in a series, is a three-year follow-up report. Other reports in the series include Coordination, Education for Employment, Quality Vocational Education, and Private-Sector Involvement.

The Executive Summary provides background information and describes actions taken during 1989, 1990, and 1991 to address the 66 suggestions and 56 recommendations of the 9 technical reports (spanning 1987 and 1988) related to Special Populations. In addition, the Executive Summary suggests future directions for continued enhancement and states recommendations deemed pertinent by ICoVE.

The Overview section highlights the follow-up actions resulting from suggested and recommended activities in each of the 9 technical reports related to this topic.

ICoVE rated the extent to which each recommendation or suggested activity was met. To rate the extent activities were conducted, ICoVE used the following rating description.

Completed satisfactorily	Redirected activity, satisfactorily
Completed unsatisfactorily	Redirected activity, unsatisfactorily
Considerable progress	Recently initiated, as suggested
Partial progress	Recently initiated, altered satisfactorily
Limited progress	Recently initiated, unsatisfactory
No activity/nothing initiated	alterations
Continued Activity	Future implementation planned
	Future implementation planned, altered

To conduct monitoring and follow-up activities, ICoVE embarked on a variety of initiatives as illustrated below.

- Interviews with 26 state agency personnel
- Surveys of regional delivery system directors (RDS), community college deans (CC), and service delivery area directors (SDA) with the following responses:
  - ICoVE conducted a survey at workshop
    49 RDS responses, 80.3% return
    33 CC responses, 84.6% return

- First mail survey
  55 RDS responses, 90.1% return
  34 CC responses, 87.1% return
  20 SDA responses, 76.9% return

- Second mail survey
  55 RDS responses, 90.1% return
  29 CC responses, 74.3% return

- Special presentations to the ICoVE membership at meetings of the Council, e.g., overview of macro database progress, discussion of the new tech prep initiative, consultation on State Technical Committees.

- Participation of council members in state and regional seminars, workshops, e.g., RDS directors and CC deans meetings, workshops for special populations, and building fairness programs.

- Other ICoVE studies, e.g., public-private sector partnerships and apprenticeships.

- Linkages with other agencies and groups involved in education and training, e.g., IOICC, IJTCC, UCVEI, IVA, AVA, IDES, IBHE, ICCB, ISBE, DCCA, DCFS and IDOC. (See list of acronyms, p. 15.)

The following are the recommendations contained in the five follow-up reports:

The Illinois State Board of Education must:

- Establish world-class performance standards for vocational-technical education participants.

- Implement a process for retraining, upgrading, and maintaining the Illinois workforce, including basic and occupational skills, as part of the EFE policy.

- Place priority on issues related to program access and the provision of services for special populations.

- Use input from the private sector for identifying program service needs, including performance standards for students, programs, and institutions.

- Sit down face to face with other agencies, particularly the Department of Commerce and Community Affairs and the Community College Board, to identify ways of working together to facilitate preparation for work.

The private sector must:

- Identify commerce, industry, and labor needs for education and job-specific preparation, including needed performance standards.

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

Background

Passage of the Carl D. Perkins Vocational Education Act in 1984 increased the emphasis given to programs and services for special populations. This federal emphasis drove state and local initiatives. Although eligible for disadvantaged funds under prior legislation, considerable attention, as well as funding, was made available under the new Perkins Act for single-parent and teen-parent programs and services.

Additional attention of the 1984 Perkins was not only to programs and services for special populations, but also for access to quality programs and services by these at-risk groups.

With the Illinois State Board of Education's (ISBE) Education for Employment (EFE) policy and administrative plan launched in 1985, several changes and new initiatives were put in place for serving special populations. By 1989, EFE was implemented and secondary vocational education programs were being delivered through regional consortia of high schools and area vocational centers. The regional systems and community colleges in the geographic area developed articulation agreements and cooperated in many in-service education efforts.

1989-1991 Activities, Accomplishments, and Major Findings

In the early years of planning and implementing the EFE policy considerable time and energy had been spent in developing quality programs for special populations. A student services committee was organized in each regional system and community college district to oversee and advise on student services needed in the area. Student services not only consisted of the guidance function and the building fairness activities, but also dealt with a wide array of special services for special needs students. An Illinois Vocational Student Services Network (IVSSN) was formed putting consultants in seven geographic areas of the state. These consultants have provided in-service education to the student services committees and to teachers in the various vocational education programs.

Both the regional systems and the community college (CC) districts are to be commended for attention given to assessing the needs of special population groups. The two systems are also commended for the attention given to in-service education of teachers to improve and increase mainstreaming of special needs students.

Attempts to mainstream special needs students are not only growing in classrooms, but are also increasing in work-based learning programs. The Work Experience/Career Exploration Program (WECEP) and Early School Leaver Program (ESLP), funded with 8% Job Training Partnership Act (JTPA) funding, have about 50-60 schools on waiting lists.

During recent years, considerable attention has been given to the large number of special needs or at-risk populations who will begin entering the workforce in the 90s and at the turn of the century. Because the need for skilled workers will be so great, the workforce will become increasingly dependent on these special needs groups. Traditionally, special needs students have been underserved in preparation for employment programs. Special needs students must be able to access quality programs so they can make a contribution to the workforce.

The growing number of single-parent and teen-parent families has put two burdens on vocational education. The first is to help single parents and/or teen parents develop job skills so they can find employment. The second responsibility is to help the single and/or teen parent develop good parenting skills that will help them to cope with both the employment role and the parenting role. Several exemplary programs are in place.

A special project, PROJECT CONNECT, was funded for planning in FY 91. The Consumer and Homemaking Education funds for economically disadvantaged areas are being used. Primarily the project will serve economically disadvantaged adults. The focus is to help adults manage a home and employment more effectively. The project is experimenting, during the planning and fieldtesting period with a number of possible delivery modes. These include adult education, JTPA, community college, and corrections systems.

The community colleges have continued the excellent programs and services for disadvantaged. Funds provide for remedial programs, tutoring, interpreters, and other services needed for educationally disadvantaged or handicapped students to succeed.

Several programs for dropout prevention have been implemented. Both vocational education and JTPA have focused attention on this area. The programs have taken on a broad range of characteristics. Other educational programs to prevent dropouts have been funded by the Illinois General Assembly.

Vocational education programs for educationally and economically disadvantaged secondary students and JTPA summer youth programs for economically disadvantaged students made minimal progress in coordinating referral, assessment, and testing. Efforts were made and success varied throughout the state.

Overall, vocational education special needs programs have made considerable progress in coordination with other agencies at the State level. Agencies such as ISBE, ICCB, DCCA, DORS, DCFS, IDPA, etc., have several coordination agreements for the provision of services. These agreements have opened the door for improved coordination at both the regional level and community college district.

Adults in the current workforce are most frequently served by the community college system. Some programs are offered through the RDS, particularly at AVCs. Data about the adults served in Illinois vocational education programs are limited. Many adults return to the community college system for a course to upgrade their current skills, but lack of follow-up information makes it impossible to ascertain vocational education's contribution.

A committee of ICoVE is charged with an ongoing assessment and advisory role to corrections. The committee has made numerous reviews and several suggestions pertaining to correctional education programs. A complete report of these findings may be found in ICoVE's report, "Correctional Education, A Way to Stay Out."

In a cooperative effort of ISBE, IDOC, ICCB, University of Illinois, IDES, and ICoVE, a new project dealing with correctional releasees is being funded. The project is working with community-based organizations.

Concerns expressed from the private sector about the quality of new workforce entrants, particularly in basic skill areas, are of grave concern to those working with students who are already at-risk. As the cry for improved achievement and higher standards becomes

louder, it becomes apparent that data to assess achievement are unavailable. During the past three years, DAVTE has identified many of their data needs and have launched a project to develop a macro database. The new system will provide qualitative data in lieu of all quantitative data as in the past.

The Department of Adult Vocational and Technical Education (DAVTE) is to be further commended for its "gearing up" for reauthorization of the federal vocational education legislation. This forward approach will allow programs and services to continue uninterrupted and ready to make necessary changes.

Future Directions

Passage of the amendments to the Perkins Act created reauthorized federal vocational education legislation which will be implemented in fiscal year 1992. The new legislation has dramatic changes in who will be served, how they are served, and the accountability of the services.

The new emphasis is clearly to serve those most in need. For required accountability, vocational education for special populations will need to strive toward achievement of improved performance standards acquired in quality programs. Access of special populations to quality programs is another primary emphasis of reauthorized legislation.

After reviewing vocational education and JTPA activities during the 1989–91 period, in light of ICoVE's 1987–1988 recommendations and suggested actions, and after reviewing reauthorized vocational education legislation, ICoVE suggests several strategies for improving and making programs and services for special populations more accessible.

- Local schools must actively recruit members of special population groups to vocational education programs.
- Placement services must be provided for at-risk students upon completion of vocational education programs.
- Career development information must be made available to all special needs students by the 8th grade.
- Transition programs should continue to receive emphasis.
- Appropriate performance standards must be established for special population groups.
- The private sector must be asked to help identify work roles that can be filled by special populations groups.
- The follow-up and data collection pertinent to special populations students must be improved to reflect the impact of programs and services.
- Vocational education should consider identifying role models and mentors from the private sector who can work with special populations students.
- DAVTE must clarify the relationship of tech prep to the special populations group.

- Vocational education, in cooperation with the private sector must establish appropriate performance standards and performance measures to use with special populations.
- Schools must continue to serve students with special needs in the least restrictive environment.
- Vocational education must continue to work cooperatively with special education.
- DAVTE must coordinate vocational education programs for special needs with other programs serving special needs students, particularly programs being administered through ISBE, such as truancy and dropout prevention.
- Vocational education must develop measures for determining the impact of programs in economically depressed areas of the state.
- The Department of Corrections must establish performance standards and measures for vocational education programs and evaluate programs to determine outcomes.

Recommendation

Even though the following recommendation is directed to the Illinois State Board of Education, it has significant merit for regional delivery systems, community college districts, and service delivery areas. The Illinois Council on Vocational Education recommends that the Illinois State Board of Education must--

RECOMMENDATION

PLACE PRIORITY ON ISSUES RELATED TO PROGRAM ACCESS AND THE PROVISION OF SERVICES FOR SPECIAL POPULATIONS.

Gov. Edgar congratulates David Holthaus for being recognized by ICoVE as the state's outstanding special populations student.

OVERVIEW OF 1989-1990-1991
FOLLOW-UP ACTIVITIES

FOLLOW-UP OF TECHNICAL REPORTS

#4 Vocational Education Funds
#5 Targeted Populations
#10 Sex-Role Stereotyping
#12 Serving Economically Depressed Areas
#13 Support Services for Students
#15 JTPA 8% Funds
#16 Adequacy and Effectiveness of JTPA
#17 Perceptions Affecting Coordination
#25 Correctional Education

Vocational Education Funds
(Report #4)

Clearly, the new macro database will be useful to the State Board for future decisions. At the present time, cost-effectiveness information is virtually unavailable. Illinois can report how many dollars it allocates to various programs, special population groups, and institutions. What it cannot do is provide "bang for the buck" information. As the macro system is put in place, this will resolve many of the accountability issues the Illinois Council on Vocational Education (ICoVE) raised during the FY 87-88 reporting period. The macro system will be phased in over the next few years. ICoVE commends the Board for this effort.

Simultaneous to development of the macro system, Illinois will be implementing new federal legislation which requires the establishment of performance measures and standards. As this form of information is incorporated into the database, a system of accountability and effectiveness will become available to decision-makers.

Without good financial data, it has been impossible for the State Board, ICoVE, critics of vocational education, or others to use cost-benefit information as a basis for a decision, suggestion, or recommendation. As the public became increasingly more disenchanted with education, education began to recognize the expectations of the public for accountability of its tax dollar.

In 1988, ICoVE made repeated suggestions and recommendations to the Illinois State Board of Education (ISBE) and the Department of Adult Vocational and Technical Education (DAVTE) concerning the need for improved data and an increased need for outcome data. ISBE and DAVTE were aware of this need. ICoVE commends ISBE and DAVTE for their foresight related to this need and for the leadership and initiative taken to accept the challenge of developing the macro database.

Because federal funds will target very limited numbers of programs, these accountability measures will apply to a limited number of participants and programs. If, however, the State Board chooses, they can also require the new accountability of programs funded with State monies. At the present time the State is tending to do so. ICoVE views accountability, i.e. results, impact, outcome, as vitally important, not only for accountability's sake, but more importantly for a planning and decision-making database. For these reasons, ICoVE supports accountability of all programs regardless of funding sources.

When information about cost-effectiveness of programs is available, DAVTE should use the data to target funds to areas of extreme need. At-risk population groups most in need of assistance can also be targeted with funds to support effective programs.

ICoVE has mandated requirements for reporting on the distribution of federal funds, the distribution between secondary and postsecondary levels, and the efficiency of programs funded with federal funds. Without information about what happens as a result of these funds, ICoVE has not been able to provide any analysis or determinations beyond a report

of financial data. At the same time, the State Board has not had data on which to base decisions about where and how to spend funds.

ICoVE urges the State Board to assess the need and rationale for seeking sunset legislation and accompanying funding that might be needed to target a particular concern or problem. When the need subsides, funding and legislation can be redirected to a different or emerging need. The ability to determine what works and what does not work will make this approach possible.

Targeted Populations
(Technical Report #5)

As demographic changes increase the portions of new workforce entrants who represent special needs populations, the need to provide programs and services to prepare these populations for employment remains a priority. Most of these groups have been traditionally underserved by vocational education. Making vocational-technical education accessible to special populations has been, and continues to be, the number one strategy for serving them.

New federal legislation, to be implemented in FY 92, increases the intensity with which these groups will be targeted. In addition, the legislation establishes requirements for measuring success. When success does not occur, state-level assistance must be provided.

During FYs 89, 90, and 91, the State Board and DAVTE have implemented a variety of special programs for special populations. Coordination with other agencies and with special education has been expanded.

Special attention has been given to the transition of special populations to the world of work. Assistance in making these adjustments is often crucial to their on-the-job success. Attention has also been given to assist the secondary student with smooth transition into postsecondary programs. Vocational educators serve on transition coordinating councils at the local level.

The General Assembly created some special programs for targeting potential dropouts and assigned funds and administrative responsibilities to ISBE. ICoVE has repeatedly suggested better coordination of these programs with vocational education. This has not occurred.

In several prior reports of ICoVE, the Council has urged the State Board to re-examine its role in the state's economy in preparation of the workforce and in maintaining that workforce. The Board has not responded. The most visible neglect resulting from the State Board's failure to re-examine its role is in the area of maintaining the workforce.

The State Board has provided limited, if any, leadership to the retraining, upgrading and revitalization of the existing workforce to be competitive in a highly technical, global marketplace. From ICoVE roundtables with business and labor representatives, the need to upgrade and retrain the workforce was reiterated repeatedly. In addition to skill competencies, considerable academic education is needed. The State Board must include the adult population in its access effort. (Disadvantaged adults are targeted in federal legislation.) To date, this has not been common practice.

Services for special needs populations have continued to grow. Efforts to reach populations most in need have increased. In-service education for faculty in how to work with special population groups has also expanded. The State Board is to be commended for its efforts at the secondary and postsecondary levels.

Community colleges (CC) are to be commended for their efforts to assist special needs populations as well. Community colleges provide financial assistance, extensive remedial education, tutorial programs, and special programs directed to special needs. The student services available at most community colleges to offer special services on an individual basis are quite sophisticated.

In looking ahead for the impact of newly reauthorized federal legislation, the results should emerge from the basic considerations which are to be provided for special populations throughout their vocational education participation.

- equal access to recruitment, enrollment, and placement activities;
- equal access to the full range of vocational education programs;
- a least restrictive environment;
- coordination among vocational education, special education, and rehabilitation agencies for individuals with handicaps;
- information related to vocational education program opportunities, eligibility, specific courses, special services, employment opportunities, and placement.

In addition, special populations participants in targeted sites or programs will be provided with the following services.

- assistance to enter vocational education programs;
- assessment of special needs;
- supplementary services, including curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices;
- guidance, counseling and career development;
- services designed to facilitate transition from school to post-school employment and career opportunities.

The vocational-technical education community is urged to continue its efforts with special populations. As qualitative data become available through new reporting requirements, the information should be used for expansion decisions, and the most successful initiatives can be identified for replication.

Sex-Role Stereotyping
(Technical Report #10)

Progress toward achieving desired goals related to the sex equity initiative, by its very nature, continues to be slow. Accomplishment of such goals calls for making changes in how a society thinks and acts. Society is slow to change.

The sex equity initiative in Illinois has reiterated awareness activities and has been successful in the design of special programs for students wishing to enter nontraditional careers.

Because the change of social attitudes is slow, the sex equity initiative is likely to have to view as ongoing the need for creating an awareness of existing sex bias and sex role stereotyping.

The Building Fairness initiative reaches guidance counselors throughout Illinois as part of a networking system. Keeping counselors informed and involved helps to get awareness information to students.

The Building Fairness consultants are located in seven geographic locations throughout the State. In-service education, seminars, and location of instructional materials and resources are a few of the services they provide to the grassroots level.

Small grants for program improvement provide for current and updated career information and instructional resources. The purpose of mini-grants and noncompetitive grants is to serve locally identified needs and to try innovative and creative approaches to the Building Fairness effort.

The Building Fairness program has made strides in reducing the sex bias and stereotyping in vocational education, as well as in other educational programs. DAVTE is to be commended for the program. The sex equity initiative has made a substantial impact in the area of career information. Career information free of bias and stereotyping is important to expanding the options students view as available.

A continuing concern of the Building Fairness program is how to develop awareness among the private sector, i.e. employers. The identification of role models from the private sector, as well as the selection and use of mentors who are employed in nontraditional occupations, may be basic to a strategy. In addition to the role model and mentor working with students, these individuals would also be a source of recognition to the corporation or employer. An education-private sector partnership to identify nontraditionally employed individuals as "company representatives" may help provide the needed visibility.

Sex equity efforts focus on nontraditional career opportunities for males as well as females.

Serving Economically Depressed
(Technical Report #12)

In recent years, several special programs have been designed for economically depressed areas of the state. These programs have relatively significant numbers of participants. Based on participant interest in the programs and instructors' assessment of success, most have been labeled successful.

Nearly all of the information used to assess the programs has been quantitative or highly subjective (opinion). No attempt to identify specific success such as improved skill competencies, decrease in unemployment, increase in wages, job promotions, or increased productivity has been made.

New federal legislation for vocational education gives a considerable amount of emphasis on successfully serving areas designated as economically depressed. This, coupled with new requirements for accountability, is sure to prompt states into improving the extent to which success is measured.

Newly reauthorized legislation will strongly support the recommendations and suggested actions that ICoVE made to the State Board in FYs 87 and 88.

For years, funds have targeted economically depressed areas, but no system of identifying either good progress or bad programs has been put in place. Research is needed in this area to eliminate throwing funds at an effort for which we are unsure of the outcomes.

Illinois has diverse needs among its economically depressed areas. Metropolitan areas, e.g., Chicago, East St. Louis, have large numbers of economically disadvantaged people and large pockets of economically depressed areas. Some rural areas of Illinois, particularly in Southern Illinois, have greater percentages of economically disadvantaged people than the metropolitan areas.

The variation in needs of these areas ought to be carefully assessed with actions taken that are appropriate to each. In funding programs and services, caution should be taken that large numbers do not dominate funds, thus leaving large-percentage areas unserved.

Support Services for Students
(Technical Report #13)

The need for student services, particularly guidance and counseling services, seems to be growing annually. With newly proposed testing and follow-up data being required each year, the demands on student services personnel will undoubtedly increase.

Large amounts of local, state and federal funds are already being funneled into these services. Increasing numbers of at-risk populations are expected to continue to tap guidance and counseling resources.

Cooperation and sharing of available services between secondary and postsecondary appear to be expanding. Cooperation among schools within the secondary system is one of the important successes of the regional systems. Student services committees are to be commended for their work in enhancing the comprehensiveness of services, as well as the expansion and quality.

State-level coordination among agencies is greatly improved. ICoVE recommends this be continued. Career guidance consultants in seven geographic areas of the state are working to coordinate with other state and federal programs at the local level. Technical assistance is provided by the consultants in the form of in-service education to the service providers.

A possible shortage of guidance counselors is becoming a concern. This needs to be carefully monitored. In 1990, Illinois universities graduated less than 20 guidance counselors in the education area.

The Illinois Vocational Student Services Network (IVSSN) is organized by placing a Career Guidance Consultant and a Building Fairness Consultant in seven geographic regions of the State. The purpose of the IVSSN or networking system is to expand and improve services to secondary and postsecondary vocational education systems. In-service education, workshops, awareness programs, and needs assessment are some of the services provided.

A great deal of criticism from the public and from teachers and administrators within the educational community has targeted guidance and counseling in recent years. Guidance by Objectives provides direction for guidance counselors, but it seems apparent that the complexity of the guidance role demands constant in-service education. At the same

time, preservice guidance and counseling programs should be reviewed to determine whether or not guidance counselors are being adequately prepared.

The most frequently cited criticism of guidance counselors is that they "counsel all students to go to the four-year university." Business and labor representatives participating in ICoVE's roundtables frequently voiced this concern. Further, they expressed concern about guidance counselors' attitude toward preparing students for employment. They indicated they believed guidance counselors were not knowledgeable about today's jobs and the need for workers to have not only sound basic academic skills, but also some advanced academic skills.

The Illinois Occupational Information Coordinating Committee (IOICC) has made considerable contributions to keeping guidance personnel updated with labor market information. Although guidance counselor participation in the Vocational Instruction Practicum (VIP) internship program has gained momentum, encouragement to participate must continue. Guidance counselors have a responsibility for keeping abreast of changes and needs of the workplace.

At the same time, the vocational education community must accept its responsibility for keeping guidance counselors apprised of changes in the workplace and what these changes are demanding from workers in terms of academic competence and skill competencies.

Student services personnel, particularly guidance counselors, must be an integral part of the planning for tech prep. Without adequate participation and knowledge of the tech prep initiative, guidance personnel would not be adequately apprised of information needed to advise students about tech prep programs.

Helping students to transition from secondary to postsecondary education and from school to work are roles with which guidance counselors are frequently called to assist. "Transitioning" is also an area which guidance counselors are asked to "watchdog."

JTPA 8% Funds
(Technical Report #15)

The 8% Job Training Partnership Act (JTPA) education funds have continued to provide focused initiatives in community colleges and secondary regional delivery systems. Because these funds can be used to maintain programs for at-risk youth, the 8% funds were used to continue cooperative education programs for potential dropouts and programs designed to bring dropouts back into educational programs.

During the past three years, the Illinois Job Training Coordinating Council (IJTCC) has increased efforts to monitor the 8% programs. An effort from the secondary systems, community colleges and IJTCC was made to maintain the education grants when proposed federal amendments would have eliminated the funds.

Funds needed for programs offered by the 8% are inadequate. There is a waiting list of 60–70 schools wanting to start work experience programs for at-risk youth.

The 8% funds have been used to expand the availability of assessment services. This has benefitted efforts to determine client eligibility and has expedited referrals.

In an effort to free funds for new programs, the 8% state staff at DAVTE are considering reducing reimbursement on a graduated scale, i.e., 100%-75%-50%, to make funds available for new and innovative programs.

A primary purpose of the 8% fund is to enhance coordination between education and job training programs. The two most recent examples of meeting this purpose are the Illinois Youth on Campus (IYOC) program which served 11 service delivery areas (SDA) and the planning grants for five tech prep programs. The 8% funds provided linkage and supportive services for both.

Efforts to cooperate with other state agencies are commendable actions for 8% funds at the state level. Partnerships have been successfully formed with adult education, public aid, Project Chance, JOBS, Department of Child and Family Services (DCFS), and others.

One problem which continues to plague the 8% programs is the lack of uniform, consistent accountability measures between JTPA and vocational education. Behind this is also a differing philosophical issue of what these ought to be. As both continue to fine-tune and improve accountability, the problem will lessen.

The Management Information System (MIS) system should more adequately report the 8% outcomes. The IIA system has been "patched," but work needs to continue.

Adequacy and Effectiveness of JTPA
(Technical Report #16)

The Department of Commerce and Community Affairs (DCCA) has taken a proactive position in marketing JTPA programs during the past three years. In addition to several local efforts, statewide television promotional advertisements have been used.

Illinois has enjoyed a positive placement rate since JTPA was enacted. Because of this, JTPA has been able to pilot some special incentive programs and try some new initiatives. Perhaps the most commendable initiatives are long-term programs to allow for more in-depth academic preparation, as well as for further development of occupational skills.

This exemplary effort addresses the need often expressed by employers. That need is for better academic performance by the workforce so it can adapt to advancing technologies more readily.

The number of participants served by JTPA decreased slightly from FY 89 to FY 90. Participants totaled 101,585 and 94,625, respectively. About 55% of the participants were youth. The "cost per placement" increased slightly for all programs each year.

Placement rates for JTPA participants who complete the program decreased slightly in FY 90 as compared to FY 89 information. Of those who completed, approximately 60%-75% were placed, including participants such as welfare recipients, high school dropouts, criminal offenders, veterans, older workers, and limited-English-proficient participants. Placement was slightly less than 60% for handicapped and displaced homemaker participants, but still over half found employment.

Perceptions Affecting Coordination
(Technical Report #17)

Two observations apply to actions resulting from ICoVE's recommendation and suggestion for enhancing coordination. First, both DCCA and ISBE gave attention to nearly all of the actions ICoVE suggested. Whether this would have occurred without ICoVE's prompting was not searched. Second rather than giving attention to the suggested actions as a combined effort, the two agencies provided the in-service, review of goals and purposes, responsibilities for basic skills and others in isolation from each. Clearly the message was missed.

There is some evidence to indicate that some local in-service activities involved community college personnel, regional system personnel and SDA staff in joint efforts to work on coordination. These are commendable activities.

ICoVE believes there continues to be merit in JTPA and vocational education dialogue concerning the role each plays in economic development; responsibilities for improving basic and occupational skills and the development of work maturity and employability skills; ways to jointly ensure access, equity, and efficiency of services for clients; in-service for Private Industry Councils (PIC) and advisory council members; and ways to improve communication with each other and among clients.

Correctional Education
(Technical Report #25)

The population of Illinois' correctional facilities grew to 27,293 in 1990. This represents 233 incarcerated for every 100,000 population, a growth rate of 20.9% since 1989. The incarcerated population is increasing so rapidly that the "new prison per year" is expected to still come up 4,000 beds short by 1992.

Illinois' community centers or jails are also experiencing population growth. In 1988, Cook County's average daily jail population was 5,890. By 1990, it had grown to 6,233. The downstate average daily jail population in 1988 was 3,164.

What is the cost of incarceration in Illinois? Each inmate in a community center/jail is estimated in 1989 to cost the taxpayer $13,152 a year. Those inmates in correctional institutions ran the taxpayer an average annual cost of $16,326. That cost increases if the cost of public aid to families and dependent children of the incarcerated is added. It brings the annual cost to $25,000 per inmate.

The typical profile of the incarcerated includes functional illiteracy, educational handicap, being accustomed to living below the poverty level, no academic credentials, no job history, and a history of drug and/or alcohol abuse. The needs of the typical incarcerated individual is high for education, particularly job preparation, career counseling, and social services.

ISBE serves as the board of education for District 428 which is the school district of corrections, operating through the Illinois Department of Corrections (IDOC). ISBE and IDOC are to be commended for their cooperation in the use of the 1% funds provided by Perkins for corrections. ICoVE recommended these funds be used for research and development. Several agencies including ICoVE, ISBE, IDOC, ICCB, IDES, and IBHE have cooperated and coordinated a number of research and development projects using the 1% funds available through Perkins.

Corrections education programs in Illinois continue to expand and grow. Efforts to help released inmates find employment and transition successfully to the outside have received considerable attention in recent years. A special task force has recently been studying the problems of released inmates.

Corrections is to be commended for its work with and inclusion of Training, Industries, and Education (TIE) program. A plan for TIE completers to transfer into industry and work assignments has been suggested by ICoVE to further strengthen the program.

Corrections education programs are reviewed each year. Efforts have been made by the Department of Corrections not to move inmates between facilities if it will disrupt the completion of a vocational education program. The department has also launched an effort to design curriculum that will be compatible between institutions. The Department of Corrections has made some progress in establishing computerized systems for tracking programs, inmates, and parolees. Much remains to be done.

The ICoVE Committee on Corrections has asked the Department of Corrections to design a five-year plan for implementing the needed educational programs. The committee has asked for incentives for inmates to take vocational education.

Most inmates have very poor academic competencies. Corrections education has placed emphasis on the integration of academic and vocational education. One institution piloted the applied academic materials being developed through a national consortium.

Educational programs in correctional facilities are full. It has been suggested that correctional facilities may need to extend the school day in order to accommodate all students who could profit from educational programs.

It is important that the educational programs in correctional facilities provide state-of-the-art preparation for employment. ICoVE is particularly concerned about the opportunities available to females in the women's institutions. Released inmates have a number of problems to overcome in adjusting to the outside; it is imperative they have marketable skills that are needed in the workforce.

To assure that released inmates have marketable skills, ICoVE has encouraged IDOC to develop a Vocational Technical Center for inmates who have a year left on their sentence. The purpose of the center would be to provide inmates soon-to-be released with occupational skills, basic skills, technical skills, and transition skills for successful employment upon release. Programs should be based on high levels of performance standards. ICoVE has also suggested that all residents of minimum security facilities should be in some kind of a work study or vocational education program. IDOC is not in agreement with ICoVE on these issues.

1989 National winner of the Outstanding Special Populations Vocational Education Student award, Robert Patula, Cicero, speaks at ICoVE's 1991 awards luncheon as Executive Director Peter Johnson listens.

ABBREVIATIONS & ACRONYMS USED IN THIS REPORT

AVA	American Vocational Association
AVCs	Area Vocational Centers
CC	Community College
DAVTE	Department of Adult Vocational and Technical Education
DCCA	Department of Commerce and Community Affairs
DCFS	Department of Children and Family Services
DORS	Department of Rehabilitation Services
EFE	Education for Employment
ESLP	Early School Leaver Program
IBHE	Illinois Board of Higher Education
ICCB	Illinois Community College Board
ICoVE	Illinois Council on Vocational Education
IDES	Illinois Department of Employment Security
IDOC	Illinois Department of Corrections
IDPA	Illinois Department of Public Aid
IJTCC	Illinois Job Training Coordinating Council
IOICC	Illinois Occupational Information Coordinating Committee
ISBE	Illinois State Board of Education
IVA	Illinois Vocational Association
IVSSN	Illinois Vocational Student Services Network
IYOC	Illinois Youth on Campus
JTPA	Job Training Partnership Act
MIS	Management Information Systems
PIC	Private Industry Council
RDS	Regional Delivery System
SDA	Service Delivery Area
TIE	Training, Industries, and Education
UCVEI	University Council for Vocational Education in Illinois
WECEP	Work Experience/Career Exploration Program

Illinois Council on Vocational Education
ICoVE's 1989-1991 REPORTS AND STUDIES

- BUILDING PUBLIC-PRIVATE PARTNERSHIPS TO IMPROVE VOCATIONAL EDUCATION IN ILLINOIS. A survey and validation report of Illinois' business, industry, and labor needs from education.
- TOWARD A WORLD-CLASS WORKFORCE. A response to business, industry, and labor needs with recommendations to education as well as to the private sector.
- BUILDING WORLD MARKET COMPETITORS: TECHNOLOGY TRANSFER AND THE ILLINOIS COMMUNITY COLLEGE SYSTEM. A status report of the community college capacity to be a resource to the state's economy.
- BUILDING WORLD MARKET COMPETITORS: TECHNOLOGY TRANSFER AND THE ILLINOIS COMMUNITY COLLEGE SYSTEM. A status report of the community college capacity to be a resource to the state's economy.
- EXPANDING APPRENTICESHIP PROGRAMS WORK-BASED TRAINING SYSTEMS IN ILLINOIS. A study to review potential expansion of apprenticeship programs, including pre-apprenticeship.
- 1989-1990-1991 Report: A Follow-up of Suggestions and Recommendations PRIVATE SECTOR INVOLVEMENT. A follow-up of ICoVE's 11 recommendations and 45 suggested actions in four Technical Reports addressing private-sector involvement issues for 1987-1988. (Executive Summary also available)
- 1989-1990-1991 Report: A Follow-up of Suggestions and Recommendations COORDINATION. A follow-up of ICoVE's 23 recommendations and 31 suggested actions in five Technical Reports addressing coordination issues for 1987-1988. (Executive Summary also available)
- 1989-1990-1991 Report: A Follow-up of Suggestions and Recommendations SPECIAL POPULATIONS. A follow-up of 56 recommendations and 66 suggested actions in nine Technical Reports addressing special population issues for 1987-1988. (Executive Summary also available)
- 1989-1990-1991 Report: A Follow-up of Suggestions and Recommendations QUALITY VOCATIONAL EDUCATION. A follow-up of 35 recommendations and 124 suggested actions in 14 Technical Reports addressing quality vocational education issues for 1987-1988. (Executive Summary also available)
- 1989-1990-1991 Report: A Follow-up of Suggestions and Recommendations EDUCATION FOR EMPLOYMENT. A follow-up of 29 recommendations and 140 suggested actions in 12 Technical Reports addressing education for employment issues in 1987-1988. (Executive Summary also available)
- COMMON ELEMENTS. A report of coordination and special programs serving special populations through vocational education and job training.
- CORRECTIONAL EDUCATION, A WAY TO STAY OUT. A report of public hearings and interviews of inmates with commendations, recommendations for Illinois with supporting statements, and success stories.
- SCHOOL BOARD MEMBERS SEEK BUSINESS COMMUNITY COMMITMENT. A survey report of local school board members and administrators' perceptions of tech prep and private-sector involvement with vocational education.
- INCREASING THE IMPACT OF ICoVE RECOMMENDATIONS: EXAMPLES FROM JTPA REPORTS. A self-evaluation report of ICoVE.
- SPECIAL POPULATION STUDENTS: THE ISSUE OF ACCESS AND SERVICES. A guide for local councils.
- OVERVIEW OF ICoVE INITIATIVES, FISCAL YEARS 1989 AND 1990. A report of ICoVE activities including major initiatives, council meetings, council linkages, reports, and other activities.
- ILLINOIS TECHNICAL COMMITTEES, 1985-1990. A report of the State's technical committee activities and accomplishments.
- NEWSLINE. A newsletter prepared four times per year.
- Brochure Series
  - DO YOU HAVE THE BASIC SKILLS NEEDED . . . TO WORK AFTER HIGH SCHOOL? TO WORK AFTER COLLEGE? TO REENTER THE JOB MARKET? TO GET A BETTER JOB?
  - DO YOU HAVE THE BASIC SKILLS TO GET A JOB IN ILLINOIS?
  - THE ESSENTIAL CREDENTIALS FOR WORK SUCCESS
  - HOW BUSINESS AND LABOR CAN HELP EDUCATION PREPARE A WORLD-CLASS WORKFORCE
  - WORKING WITH BUSINESS AND LABOR TO MAXIMIZE THE PARTNERSHIP POTENTIAL TIPS FOR EDUCATORS
  - BUSINESS AND LABOR'S SUGGESTED ACTIONS FOR EDUCATION
- MEMBERSHIP BROCHURE

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